



ENGLISH IN MIND

*For
The first, second,
and third Class
Semester 1*

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**SMK NEGERI 1 KRAGILAN
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PEMERINTAH PROVINSI BANTEN
DINAS PENDIDIKAN DAN KEBUDAYAAN
UNIT PELAKSANA TEKNIS
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Benar-benar telah membuat Diktat pelajaran dengan judul 'English in Mind , Jilid 1, Kelas X, XI, dan XII' yang digunakan untuk materi tambahan kegiatan belajar mengajar di SMK Negeri 1 Kragilan, Kabupaten Serang.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Kragilan, 12 Januari 2021

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KATA PENGANTAR

Diktat dengan judul ‘English in Mind’ Jilid 1 untuk kelas X, XI, maupun XII, ini sengaja disusun untuk memperkaya materi pelajaran dalam rangka memberikan pemahaman tambahan kepada peserta didik sesuai dengan Standar Kompetensi (SK) dan Kompetensi Dasar (KD) yang direkomendasikan oleh BNSP.

Diktat ‘English in Mind’ Jilid 1, berisi penguatan yang meliputi berbagai materi yang tercantum di daftar isi atau disetiap BAB yang mungkin saja selalu dihadapi oleh peserta didik dalam kehidupan sehari-hari.

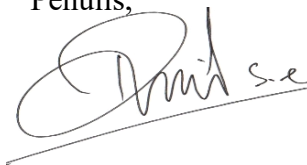
Penyajian setiap materi dimulai dengan penjelasan tujuan pembelajaran yang ingin dicapai baik secara umum maupun khusus. Dilanjutkan dengan pengertian dan penjelasan dari tiap-tiap jenis teks fungsional pendek beserta contoh-contohnya. Terakhir peserta didik diberikan semacam latihan untuk mengukur pemahaman dan penguasaan terhadap setiap jenis teks fungsional pendek.

Dengan disusunnya Diktat ‘English in Mind’ Jilid 1 kelas X, XI, maupun XII, ini diharapkan akan dapat meningkatkan kemampuan peserta didik dalam memahami berbagai jenis teks fungsional pendek dalam Bahasa Inggris.

Semoga Diktat ‘English in Mind’ Jilid 1 kelas X, XI, maupun XII, ini dapat bermanfaat dan menjadi inspirasi untuk dapat mengembangkan diktat berikutnya.

Kragilan, 12 Januari 2021

Penulis,



RIO SASKO EDI, S.Pd

NIP.

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BAB I

Tujuan Umum Pembelajaran

Peserta Didik mampu:

1. Membedakan dan menggunakan jenis-jenis kata (*KIND OF WORDS*) dengan tepat.
2. Membuat kalimat dengan pola *AFFIRMATIVE*, *NEGATIVE* dan *INTERROGATIVE* dengan tepat.

Uraian Isi

1. Kind of words

- a. Noun : book, table, human, doctor, nurse, etc.
- b. Adjective : beautiful, lazy, smart, ugly, etc.
- c. Verb : work, sit, drink, sleep, etc.
- d. Adverb : place (in the class, library, etc) time (at 7 o'clock, in the morning, etc)
- e. Pronoun : I, you, we, they, she, he, it.

2. Pattern

- a. Affirmative : She is a teacher
- b. Negative : She is not a teacher
- c. Interrogative : Is she a teacher?

3. Auxiliary

- a. To be : is, am, are
- b. Modals : will, can, must, etc
- c. Helper : do, does

4. Additional s/es : opens, eats, washes, watches.

Penjelasan Teori

Kinds of words are called Parts of Speech

Kinds of words or *Parts of Speech* is a term to describe the function of a word in a sentence. Parts of Speech consisting of :

1. Noun

Noun (a noun) can be divided into two, namely objects that can be counted (countable noun) and a noun which is can be counted (uncountable noun). (explanation for noun declension) can be seen at the table below.

COUNTABLE NOUN	UNCOUNTABLE NOUN
<i>I eat an apple every day.</i> <i>I like apples.</i>	<i>I eat rice every day.</i> <i>I like rice.</i>
Apple is a thing that can be counted is (countable noun) objects that can be counted is divided into two, namely: Singular noun (singular = of one object) a plural Noun (plural = 2 or more objects) for the plural noun must be at the end with the addition of 's '. example: <i>An apple</i> = singular <i>Apples</i> = plural	Rice is a noun which is can be counted (uncountable noun). A noun which is can be counted having only one form only (example: rice). Can ' t we use numbers to objects that cannot be counted.

2. Pronoun

Pronoun is the pronoun which is used for the person, animals, and objects.

Subject	Object	Possessive Adjective	Reflexive Pronoun
I	Me	My ...	Mine
You	You	Your ...	Yours
They	Them	Their ...	Theirs
We	Us	Our ...	Ours
He	Him	His ...	His

She	Her	Her ...	Hers
It	It	Its ...	Its

Example :

*I go with **him** to **her** house.*

***He** visits **our** home.*

***Its** tail is very long.*

3. Verb

Verb is an action or activity carried out by someone. The verb is divided into two, namely regular verb (verb irregular) and irregular verb (irregular verbs)

Regular Verb	Irregular Verb		
Cook, Repair, Wash, Paint, Kiss, Check, Watch, Treat, etc	Bring Take Go Get Etc.	Brought Took Went Got	Brought Taken Gone Gotten
The form of a verb 2 & verb 3 from regular verb terminated by -ed. powered example: Cooked, Washed, Kissed, etc	Please look in the dictionary for the irregular verb forms (Irregular Verb).		

4. Adjective

Adjective (adjective) gives an overview on us about an object, person, or something. We use adjectives (Adjectives) before nouns (Nouns), for example:

- *Shelly is a **beautiful** singer.*
- *They are **smart** student.*
- *He speaks **perfect** English.*

We use adjectives (Adjectives) after a verb, especially ' be ', and also ' look, feel, sound, etc ', for example:

- *Please be **quiet**.*
- *I am **hungry**.*
- *I feel **happy**.*

5. Adverb

An adverb (adverb) provides a description on us how to someone doing of an act or how a thing happens, for example:

- *Sam drives **carefully** along road.*
- *She speaks English **perfectly**.*

6. Preposition

We use the preposition before the noun (a noun). For more information about the functions and examples of preposition please refer to the table below.

Prepositions	Fungtion of Preposition
at	To indicate a time in days Example: <i>at 14.30 at midnight at dinner time, etc.</i> to indicate position Contoh: <i>at the window at the door, etc.</i>
on	To indicate a day and date Example : <i>on Sunday on 21st March 2012 on my birthday, etc.</i> to indicate position Example : <i>on the floor on the table on page, etc.</i>
	To indicate a long period of time

in	Example : <i>in summer in the 1990s in the past, etc.</i> to indicate position Examples: <i>In the bedroom in the beach in a box, etc.</i>
The preposition is used to indicate the position of: <i>Beside, in front of, behind, under, etc</i>	

7. Conjunction

Conjunction used to connect words with Word, phrase by phrase, clause by clause, and sentence by sentence.

kinds and example of Conjunction

For	And	Nor	But	Or	Yet	So
-----	-----	-----	-----	----	-----	----

❖ *Both ... and*

Contoh:

Both my mother ***and*** my sister ***are*** here.

On the use of both ' ... and' always followed with the plural form or plural, On example above use to be “are”, as of plural because there is ' my mother and my sister' = 2 people.

❖ *Not only ... but also...*

❖ Contoh:

Not only my mother ***but also*** my sister ***is*** here.

Not only sister ***but also*** parents ***are*** here.

❖ *Either ... or ...*

Contoh:

Either my sister ***or*** my parents ***are*** here.

❖ *Neither ... nor...*

Contoh:

***Neither** my mother **nor** my sister **is** here.*

When two subject connected with not only ... but also, Either ... the ordi, Nor, neither ... Subject nearest with the word kerja-nya is that determines whether using a single form (singular) or plural (plural).On example by way of after the word my sisterharus followed to be ' is' because my sister is a pronoun persons singular, so also with the word my parents must be equipped with to be ' are', because my parents is the plural form.

❖ *Because*

❖ *After / before, etc.*

8. Determiner

Determiner used before nouns (nouns).

Example and function of Determiner

- a / an / the

We use ' a / an' to describe what kind of a person or thing is for example:

*Are you **a** good student?*

*A dolphin is **an** animal.*

Soal Latihan Parts of Speech

Multiple-Choice Questions

Identify the part of speech for the underlined word in each sentence.

1. The outside of the boat needs scraping.

- (a) Noun
- (b) Adjective
- (c) Adverb
- (d) Preposition

2. You should scrape the boat without outside help.

- (a) Noun
- (b) Adjective
- (c) Adverb
- (d) Preposition

3. Let's sit outside and laugh at you as you work in the blazing sun.

- (a) Noun
- (b) Adjective
- (c) Adverb
- (d) Preposition

4. The ambulance is parked right outside the yard, next to the beehive.

- (a) Noun
- (b) Adjective
- (c) Adverb
- (d) Preposition

5. The politician repented of his past mistakes.

- (a) Noun
- (b) Adjective
- (c) Adverb
- (d) Preposition

6. Turn right past the store with the neon sign in the window.

- (a) Noun
- (b) Adjective
- (c) Adverb
- (d) Preposition

7. Did you hear that song before?

- (a) Conjunction
- (b) Adjective
- (c) Adverb
- (d) Preposition

8. Always follow through with what you start.

- (a) Interjection
- (b) Conjunction
- (c) Adverb
- (d) Preposition

9. The remark went right through one ear and out the other.

- (a) Noun
- (b) Adjective
- (c) Conjunction
- (d) Preposition

10. The gardener mowed the lawn after he reread *Lady Chatterly's Lover*.

- (a) Conjunction
- (b) Adjective
- (c) Adverb
- (d) Preposition

True-False Questions

1. A noun names a person, place, or thing.
2. Common nouns name any one of a class of person, place, or thing.
3. Proper nouns name a specific person, place, or thing. Proper nouns are never capitalized.
4. Plural nouns show ownership.
5. Verbs express action, condition, or state of being.
6. There are six basic types of verbs: action verbs, linking verbs, helping verbs, transitive verbs, intransitive verbs, and plural verbs.
7. Helping verbs are added to another verb to make the meaning clearer. Helping verbs include any form of *to be*.
8. Adjectives describe nouns and pronouns.
9. Never use an adjective after a linking verb.

10. Adverbs describe verbs, adjectives, or other adverbs.
11. All adverbs are formed by adding *-ly* to an adjective.
12. Prepositions link a verb to another word.
13. A pronoun gets its meaning from the noun it stands for. The noun is called the *antecedent*.
14. Conjunctions connect words or groups of words.
15. Interjections express strong emotions and are usually set off with an exclamation mark (!).

In the previous learning activities, you found the expressions below.

1. How are you?
2. I m fine, thanks.
3. How is your family?
4. They are very well, thank you.
5. These are my friends, Surya and Nyoman. They are waiters.

The underlined words are TO BE, A sentence in English always requires a verb. The Construction is Subject + Verb. In case we talk about situation, existence, condition, identification, location, profession, and nationality or when there is **no** physical **nor** intellectual activity, we should use the verb **TO BE**.

This table shows the forms of TO BE :

AFFIRMATIVE		NEGATIVE		
Full	Short	Full	Short	INTERROGATIVE
I am	I'm	I am not	-	Am I?
You are	You're	You are not	You aren't	Are you?
He is	He's	He is not	He isn't	Is he?
She is	She's	She is not	She isn't	Is she?
It is	It's	It is not	It isn't	Is it?
We are	We're	We are not	We aren't	Are we?
They are	They're	They are not	They aren't	Are they?
This is	-	This is not	This isn't	Is this?

That is	That's	That is not	That isn't	Is that?
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Sajian Contoh

Positive

I am first

It is an animal

Edi is a teacher

negative

I am not first

It is not an animal

Edi is not a teacher

interrogative

Am I first?

Is it an animal?

Is Edi a teacher?

Soal Latihan

Task 1

Work in pairs to find out the negative and interrogative forms of the sentences below.

POSITIVE	NEGATIVE	INTERROGATIVE
I am late.		
You are busy.		
He is in his office.		
She is a programmer.		
It is OK.		
We are ready.		
They are at the lobby.		
This is your luggage.		
That is Mr. Hardono.		

Sajian Contoh

This is a borobudur restaurant. It is a seafood place. I am the waitress, etc.

Soal Latihan

Fill in the blanks with the appropriate forms of TO BE.

1. This Rumpita Hotel. It a business hotel. I the marketing manager. My name Toni Sartono. There 40 double rooms and 20 single rooms in our hotel. Ther..... a restaurant where you can have breakfast. We glad to welcome you in our hotel.

2. Those pretty girls Talita and Renata. They employees of Rumpita Hotel. they at the same department? No, they Talita a receptionist and Renata a waitress.
3. What your name? What your address? These questions often asked to you in an interview. There a lot more questions possibly asked, such as: where your parents? What..... your father's name? your mother a house wife? you a graduate of a vocational school? And many more. The answer for the last question might be: Yes, I if you are a graduate of a vocational school or: No, I if you aren't.

BAB II

Tujuan Umum Pembelajaran

Peserta Didik mampu:

1. Memperagakan ungkapan yang berhubungan dengan MEETING AND GREETING PEOPLE secara tepat.
2. Menyebutkan kebangsaan dan asal daerah seseorang (ORIGIN AND NATIONALITY) dengan tepat

Uraian Isi

1. Meeting People

- ❖ Hello.
- ❖ Hi. [informal]
- ❖ I'm delighted to meet you.
- ❖ How do you do.
- ❖ Nice to meet you.

2. Greeting people

Greeting people you know well

- ❖ **Morning.** [informal]
- ❖ **Hi.** [informal]

3. Greeting people you don't know well

- ❖ Hello, Mr. Davis
- ❖ Hello, Carl.

Penjelasan Teori

MEETING & GREETING PEOPLE

4. Meeting People

When someone introduces you to another person, you have to use a correct greeting. Below are some neutral ones and some informal ones. They are used by BOTH parties. There are no rules about which one to use. The second person can use the It's nice to meet you.

It's a pleasure to meet you.

I'm very happy to meet you.

I'm pleased to meet you.

I'm delighted to meet you.

How do you do.

Hello.

Hi. [informal]

Hi, there. [informal]

Glad to meet you. [informal]

Good to meet you. [informal]

How are you? ** [informal] same greeting as the first person, or he can use a different one.

5. Greeting people

a. Greeting people you know well

When you greet people whom you already know . even if you have only met them once before . you are expected to show a certain amount of informality toward them. It

would be a mistake to be too formal, because formality with someone you know is interpreted as unfriendliness or a sign that something is wrong. Informality and friendliness can be shown with a smile, a friendly voice, and some communication signals like the ones below :

Example :

Morning. [informal]

Hi. [informal]

Hi, there. [informal]

b. Greeting people you don't know well

If you see someone you don't know very well or with whom you are not very familiar, you can greet them with a neutral signal :

Example :

Good morning.

Good afternoon.

Good evening.

Hello, Mr. Davis

Hello, Carl.

Hello.

Sajian Contoh

Tono : Hello Siska , good evening?

Siska : good evening Tono.

Tono : nice to meet you.

Siska : nice to meet you too.

Soal Latihan

GREETING

Complete the following dialogue.

- a. Tony : Hello Atun , good morning.
Atun : (1) Tony.
- b. Bella : Lis, this is my brother . He is Bambang.
Lisa : Good morning Bambang.
Bambang : Good morning . Glad to meet you.
Lisa : (2)..... too.
- c. Fitri : Hello Nikmah. How are you today ?
Nikmah : (3) thank you. And you ?
Fitri : .(4) thank you.
- d. Ali : congratulation on your success, Rully.
Rully : Ok , thank you Ali
Ali : (5), Rully.
- e. Nugroho : Hello Joko.
Joko : Hi Nugroho. How is life.?
Nugroho : fine, thank you. And you ?
Joko : (6)

KEY : 1. Good morning Tony. 4. I am doing good , and you ?
2. Glad to meet you too. 5. You are welcome .
3. I am fine, thank you, and you? 6. I 'm pretty good, thank you.

Multiple Choice

You have to choose the best answer to each questions from the alternatives given.

Text 1 is for questions no. 1 — 2

Mr. Ahmad : Good afternoon, sir. May I introduce myself? My name is Ahmad.

I am a technician of PT AUTOMOBILE ASSEMBLING INDUSTRY.

The secretary : Please sit down, what can I do for you, sir?

Mr. Ahmad : I want to see Mr Rahmat, the mechanic in the workshop. Is he in today?

The secretary : I am sorry, sir. But Mr Rahmat isn't in today.

Mr Ahmad : I see. Never mind, sir. Goodbye. The secretary: Good bye.

1. The people in the dialogue are talking about

- a. a technician of PT AUTOMOBILA
- b. a way of greetings
- c. Mr Ahmad and the secretary
- d. Mr. Rahmat is in today
- e. Mr. Rahmat's attendance

2. We use the italicized words to express an....

- a. greeting
- b. advice
- c. introduction oneself
- d. complaint
- e. introductoion others

Text 2 is for questions no 3- 6

Deni : Hello, Ahmad.

Ahmad : Hi, Deni. Nice to see you.

Deni : Nice to see you, too. How are you?

Ahmad : Fine, thank you. And you?

Deni : I am quite well, thanks.

Ahmad : may I introduce my friends?

This is Nani. This is Tono and that is is Nana.

Ahmad : How do you do everybody?

Glad to meet you.

Nana, Ahad, and Nani.

Nana : How do you do Ahmad?

Glad to meet you, too.

Ahmad : Are you all students?

Nani : Yes, we are.

Ahmad : I am sorry, friends. I am in a hurry...

Deni : Oh! Are you? See you again some-time. Goodbye, Ahmad.

Ahmad : Good bye, everybody. Glad to have met you.

3. The italicized expressions above to express....

- a. an advice
- b. an introduction people
- c. an introduction myself
- d. a formal greeting
- e. a complaint

4. How do you do, everybody?

The underlined word means

- a. Ahmad
- b. Deni
- c. Tono
- d. Tono and Deni
- e. Nani, Nana, and Tono

5. What do Nani, Tono, and Nana answer to Ahmad's expressions.

- a. How are you?
- b. How do you do?
- c. What is your name?
- d. You're welcome

e. May I introduce myself?

6. May I introduce myself?

The underlined word has the same meaning as

- a. Acquaint
- b. Deduce
- c. Contest
- d. Annoy
- e. Dedicate

7. Jack : Rita,

Rita : I am delighted to meet you.

Doni : I am delighted to meet you, too.

- a. Doni is my friend
- b. Doni wants to meet you
- c. Don't you know Doni is my friend
- d. Please introduce yourself
- e. I'd like you to meet my friend, Doni.

8. Surya : Lusi, this is my new friend, his name is Doni. He is a company director.

Lusi : Hi Doni.

Doni : Hello, Lusi _____? Nice to meet you.

Lusi : How do you do, Nice to meet you, too.

- a. How are things with you
- b. What are you.
- c. May I help you
- d. How are you
- e. How do you do

Text 3 is for questions no. 9 -14.

There are a large number of people in Hotel Armico. They are-attending-the opening ceremony of One-Day Seminar on Business. They are now at the meeting room. The man at the podium is the president of the seminar. His name is Mr Doni Juanda. He is from Bandung. The people beside him are the main speakers who would like to make a speech in the seminar.

At first Mr. Doni says: Ladies and Gentlemen, well, to shorten the time allow me here to introduce on my right is Mr. Dadi Permadi, he is an expert in economics, from Jakarta. On my left is Mr. Darmawan, he is an economics lecturer at the STIE Bandung. From the far right is Mr Sumantri, he is a skillful and successful-businessman in Indonesia, and from the far left is Mrs. Susilawati she is a company director of PT HUTAMA DORAYA in Surabaya. They are all qualified speakers and good at business.

All of the participants are on their seats. Mrs. Lusi is among them. Her seat is in front of the podium. On her right side is Mr. Surya. He is from Solo. All the people are silent. They are paying attention to the speakers concentratedly.

9. What sort of ceremony are they attending?

- a. Special meeting
- b. General meeting
- c. Successful businessman
- d. One Day Seminar on Business
- e. Flag ceremony

10. The text tells us that the man at the podium is

- a. the committee of the seminar
- b. the expert of economics
- c. the president of the seminar
- d. the participants of the meeting
- e. the speakers of the meeting

11. The main idea of the second paragraph is....

- a. an expert in business
- b. introducing oneself
- c. introducing other people

- d. qualified speakers
- e. ladies and gentlemen

12. He is from Bandung (paragraph 1, line 6). The underlined words here refers to

- a. Mr. Darmawan
- b. Mr. Sumantry
- c. Mr. Dadi
- d. Mr. Dadi
- e. Mr. Doni

13. In accordance with the text above Mr. Dadi is an ... in economics.

- a. applicant
- b. costumer
- c. user
- d. lecturer
- e. expert

14. They are all qualified speakers and good at business.

The underlined word means

- a. being equipped by training
- b. be equipped
- c. be qualmed
- d. be supplied
- e. be applied

15. Monik is a new member of Rotary Club. She introduces herself.

Monik : Ladies and gentlemen,

- a. allow me to introduce myself
- b. I am happy to meet you
- c. It is okay to see you
- d. let me introduce you to the audience
- e. may I introduce you to the audience

16. Isti wants to introduce Fina to her brother.

Isti : Fina, this is may brother, Anton, and Anton this is Fina.

Anton to Fina :.....

- a. How is he
- b. How is your brother
- c. Are you ready
- d. It is nothing at all
- e. Hi, nice to meet you.

A : Hi. Can I give you a hand?

B : Oh, thanks.

A : By the way, I am Maria. I am in Apartment 204

B : Oh? Now I into 208. My name is Meti.

17. a. move

b. moves

c. am moving

d. am moved

e. has moved

18. The underlined expression has the same meaning as

- a. Let me you know!
- b. Would you tell me, please!
- c. May I ask you questions?
- d. What can you do for me?
- e. Can I help you?

19. The people in the dialogue ... each other.

- a. are shaking hands
- b. is introducing
- c. are introduced
- d. are introducing
- e. is waving hands

20. You give personal information when you tell people about yourself such as

- a. an account, shopping, attendance.
- b. registering, booking, meeting, and holding
- c. interview, views, course, and others.

- d. address, completion, form, writing, and friend.
 - e. name, occupation, address, place of origin, and sometime hobbies
21. Good morning. I am Handi Suhanda, Please call me Andi. I am an entrepreneur. I live with my family in Bandung. My phone number is 2948320. I like reading books very much.

The statements above describe....

- a. reporting news
 - b. inviting people
 - c. introducing other people
 - d. asking the name
 - e. introducing oneself
22. X : When you meet people for the first time, what do you usually tell them your- self?
Y :

- a. How are you?
- b. How are things with you?
- c. How do you do?
- d. Please call me
- e. Nice to meet you

23. Good morning. I would like to introduce; my-self. My name is Deri. I am a student. I live, on Jln. Suniaraja in Bandung Just m case you want to call me, my phone number is 798320.

The above statements describe a

- a. leave-taking
- b. meetings and greetings
- c. introducing others
- d. informal introduction
- e. formal introduction

24. Ina : "Meti, this is my, brother. Santo"

Meti : "" "

Santo : I am glad to see you, too

- a. Hello. How are you Santo?

- b. Hi. My name is Meti.
 - c. Hello. How do you do Santo?
 - d. Hi. Santo. I am glad to see you,
 - e. Santo. I don't think we've met before
25. Mr Handi : Miss Rina, I'd like to introduce you to Mr. Dudi.

Miss Rina : How do you do?

Miss Rina : I have heard so much about you.

Mr Dudi : How do you do?

The underlined word means.....

- a. acquaint
 - b. act
 - c. bake
 - d. delay
 - e. demand
26. X : Hi, how do you do?

Y :

- a. How are you
- b. I'm fine
- c. How do you do?
- d. Very well
- e. It's Ok

27. Serly and her sister, Tanti, were walking in front of bookshop when Daly, Serly's friend, come. Serly introduced Daly to Tanti.

Serly

Daly : How do you do. Pleased to meet you.

Tanti : How do you do.

- a. How are you?
- b. Daly is my friend, Tanti.
- c. I beg you pardon.
- d. How, this things. Daly?
- e. Daly, this is my sister, Tanti.

28. Mr. Andi : Could you please book me on the next flight to Mexico city?

Officer : I'm sorry, Sir. Our airline ... to Mexico City.

- a. will not fly
- b. has not been flying
- c. did not fly
- d. was not able to fly
- e. doesn't fly

29. Alam ; What is Lastri doing?

Bino : She with Serly now.

- a. swims
- b. swim
- c. swum is swimming
- d. was swimming
- e. has

30. "When do you plan to return the book?" "After I ... reading it.

- a. finished
- b. was finishing
- c. have finished
- d. finish
- e. Will be finishing

31. "What did you study at the college?" "I English".

- a. study
- b. studied
- c. was studying
- d. have studied
- e. had studied

32. I all over the place for my handphone when I suddenly remembered that my sister
had taken it.

- a. have looked
- b. was looking
- c. looked

d. am looking

e. have been looking

33. "Hey, will you join us to play together?" "Ehm, no. I now."

a. study

b. studied

c. am studying

d. have studied

e. had studied

34. "It's good! You have finished cleaning my room. When 'did you do it?"

"When you the meeting."

a. were attending

b. attend

c. have attended

d. attended

e. had attended.

35. "When are you going to tell your sister the good news?"

"When she from her business trip."

a. will be returning

b. is going to return

c. returns

d. is returning

e. had returned

36. "When did you realize you had lost your purse?" "When I ... money to pay the bus fare."

a. am needing

b. needed

c. had needed

d. have needed

e. was needing

37. "When do you plan to get married?"

"Afters my study."

- a. I finish
- b. I finished
- c. I am finishing
- d. I had finished
- e. I have finished

38. "May I borrow your magazine?"

"I am sorry, my sister ... it."

- a. has been read
- b. is still reading
- c. will still read
- d. still read
- e. still reads

39. Serly and Lastri will wait at the corner until Lucky ... with a car.

- a. are coming
- b. com
- c. will be coming
- d. came
- e. will come

40. "Do you have to work late to day?"

- a. Yes, I have
- b. No, I haven't
- c. Yes, I do
- d. No, I don't have
- e. Yes, I do have

BAB III

Tujuan Umum Pembelajaran

Peserta Didik mampu:

1. Memperagakan ungkapan yang berhubungan dengan INTRODUCING ONESELF AND OTHERS secara tepat.
2. Menyebutkan jenis pekerjaan seseorang (OCCUPATION) dengan tepat.

Uraian Isi

Introducing oneself

❖ How do you do? My name is Baskara

❖ Good evening. My name is Baskara.

Responses

❖ How do you do? My name is Renata. Nice to meet you

❖ Good evening. I'm Renata. How do you do?

Introduction other

❖ Have you met Baskara?

❖ Baska this is Renata, my friend.

Responses

❖ No, I haven't.

❖ Hello, Renata. Pleased to meet

Penjelasan Teori

Introducing oneself

Maybe you just stand there and don't really know how to begin when you want to introduce yourself or someone else to an English native speaker. Your intention, however, was to leave a lasting first impression at the beginning of a conversation. The following phrases will help you to introduce yourself both casually and confidently. If someone is introduced to you, you may reply "Nice to meet you" and introduce yourself afterwards.

Example :

Hello, my name is ...

Hi, I'm ...

Hello, (your name).

Good afternoon. May I introduce myself? My name is ... (formal)

Introducing others

Introducing other people to someone

If you want to introduce an acquaintance, a friend, a relative or a colleague to someone, you may do so by using the following phrases.

Example :

I'd like you to meet my friend/colleague/brother ...

This is my friend ...

May I introduce ... to you? (formal)

Have you met ...?

This is ...

Possible replies

Nice to meet you.

Pleased to meet you.

Nice to see you.

How do you do? (formal)

At formal encounters, for example among business associates, you usually address someone with Mr. or Mrs./Ms., but when you introduce yourself, you normally leave out the titles. So you don't say "Hello, I am Mr. Smith." but "Hello, I am Marc Smith.". The doctor's degree can be used if you want to keep the relationship very official. You would then introduce yourself as "Dr. Tom Maier" for example. If you place no great value on titles, you can break the ice by saying "Oh, please call me Tom".

Other example **Introducing oneself** and **Introducing others**

Introducing oneself	Responses
- Hi, I'm Baskara. - Hello, my name's Baskara. - Good evening. My name is Baskara. - May I introduce myself? I'm Baskara. - Let me introduce myself. My name is Baskara. - How do you do? My name is Baskara.	- Hi, I'm Renata. Glad to meet you. - Hello. My name's Renata. Pleased to meet you. - Good evening. I'm Renata. How do you do? - How do you do? My name is Renata. Nice to meet you.
Introducing others	Responses
- Do you know Baskara? - Have you met Baskara? - This is a friend of mine, Renata. - Baska this is Rena, my friend. - May I introduce our new member, Mr. Rafael Romero? - Please allow me to introduce our new District Manager. - Let me introduce you to Mr. Iskandar, our Marketing Manager. Mr. Iskandar, this is Mr. Hermawan from Borneo Plantation Company.	- No, I don't think so. - No, I haven't. - Hi, glad to meet you. I'm Renata. - Hello, Renata. Pleased to meet you. - I'm glad to know you. - It's nice to meet you. - How do you do? - How do you do? It's very nice to meet you.

Sajian Contoh

Rini : Hello, My name is Rini andriani.

Erik : Hello, Mrs. Rini?

Soal Latihan

Activity 1 *With your partner, complete these dialogues using the expressions you have learned and practice speaking them out.*

Dialogue 1

Rafael : Excuse me, My name is Rafael Romero.
Talita : How do you do, Mr. Romero?
Rafael :, Ms. Yuwono?
Talita : Me, too. Are you a new employee here?
Rafael : Yes, I am. I've just moved from the main office.
Talita :, then.

Dialogue 2

Mr. Iskandar : Good morning, Mr. Hardono. How are you?
Mr. Hardono : How about you?
Mr. Iskandar : I don't think you have met my secretary, Ms. Talita Yuwono.
Talita, this is Mr. Hardono.
Mr. Hardono :?
Talita :?
.....
Mr. Hardono :

Activity 2 *Read the text below.*

Good afternoon, fellows. May I introduce myself? My name is Rafael Romero. Just call me Rafa. I was born in Mexico, but my parents moved to the USA when I was young, so I'm an American. I speak both English and Spanish. I come to Indonesia to learn about the culture because I like dancing traditional dances. I dream to be a professional dancer one day. I live in Bantul, a small town southward Yogyakarta. I'm glad to know you all and hope that I can get help from you especially in speaking Indonesian. Thank you.

Activity 2 *Answer the following questions based on the text above.*

1. Who is introducing himself?

2. Where was he born?
3. Where do his parents live?
4. Does he speak Spanish?
5. What does he do in Indonesia?
6. Is he a student or a teacher?
7. Does he like dancing traditional or modern dances?
8. What does he want to be?
9. Where is Bantul located?
10. What does he expect from his new friends?

Conversation about occupation

Mr. Jones is talking to Mr. Rooney who he has just met in a café. They are having a conversation when Mr. Jones asks Mr. Rooney what he does for a living . . .

Mr. Jones : What do you do for a living?

Mr. Rooney : Am sorry I don't understand the question.

Mr. Jones : What is your occupation?

Mr. Rooney : I'm a mechanic; I work in a garage on Oxford street.

Mr. Jones : A mechanic? You must do a lot of work and get very dirty.

Mr. Rooney : yes I do lots of work. Every day I fix cars and it takes a long time to get clean after work.

Mr. Jones : That is really interesting. How many cars do you think you fix in a day?

Mr. Rooney : On average I probably fix about seven cars every day I do get tired.

Mr. Rooney : What, sort of job do you have Mr. Jones?

Mr. Jones : I don't have a job at the moment.

Mr. Rooney : why?

Mr. Jones : I'm at college learning English.

Mr. Rooney : Thanks for the chat I have to get back to work now.

Mr. Jones : yes, thanks also.

Sajian contoh:

<i>Occupation</i>	<i>Activity</i>
Police	take care of people

Match the occupation with the daily activity.

<i>Occupation</i>	<i>Activity</i>
1. Mechanic	a. catch fish
2. Teacher	b. take pictures
3. Dentist	c. fix cars
4. Doctor/Nurse	d. cook meals
5. Journalist	e. pull teeth
6. Fisherman	f. plant flowers
7. Gardener	g. put out fires
8. Chef/Cook	h. take care of patients
9. Fire fighter	i. teach classes
10. Photographer	j. write news stories

BAB IV

Tujuan Umum Pembelajaran

Peserta Didik mampu :

1. Memperagakan ungkapan yang berhubungan dengan THANKING AND LEAVE TAKINGS secara tepat.
2. Menggunakan ungkapan yang berhubungan dengan ucapan selamat (EXPRESSING FOR SHOWING GRATITUDE) dengan tepat.
3. Menggunakan ungkapan yang berhubungan dengan perintah dan instruksi (EXPRESSING COMMANDS OR INSTRUCTIONS) dengan tepat.

Uraian Isi

Thanking

- ❖ Thank you very much
- ❖ It's very nice

Responses

- ❖ You are welcome
- ❖ Don't mention it

Leave Takings

- ❖ Sorry, I have to go now.
- ❖ I'll talk to you later.

Responses

- ❖ Yes of course. See you.
- ❖ Sure. See you later.

Expressing Gratitude

- ❖ Thank you. (Moves away)
- ❖ Thank you so much for the help

EXPRESSING COMMAND OR INSTRUCTIONS

Verbal Command

- ❖ Do it!
- ❖ Come here!

Nominal Command

- ❖ *Be smart!*
- ❖ *Be mine!*

Expressing Giving Instruction

- ❖ * I'd like you to form pairs.
- ❖ * Okay now, listen everybody.

Penjelasan Teori

Expression of Thanking and Leave Takings

Expression of Thanking

Thanking is expression to say thank to someone else. In our daily life, we often need to greet someone, to introduce ourselves and other person and to express thanking. That's why you need to learn this unit. It will be beneficial for you to get along well with people around you, either today or later when you get into the world of work.

When someone gives you something

Thanking	Responses
- Thanks (a lot).	- You are welcome.
- Thank you very much (followed by):	- No problem.
- It's very nice/ beautiful.	- It's OK/alright.

- It's just what I want.	- Don't mention it.
- But you really didn't have to / You shouldn't have (if the gift is not expected)	- I'm glad you like it

When someone does a favor or helps you

Thanking	Responses
- Thanks (a lot) for your help.	- You are welcome.
- Thanks (a lot) for helping me.	- No problem.
- I really appreciate your help.	- That's OK/ alright.
- It was very kind of you to help me.	- Never mind.
- I'm very grateful to you for your visit.	- Forget it.
- I'm very grateful to you for inviting me.	- Any time.
	- Think nothing of it.
	- I'm glad I could help.
	- Don't mention it.
	- It was my pleasure/ My pleasure.
	- It's no trouble at all.

Leave Takings

formal : an act of going away and saying goodbye

[count]

- He announced his *leave-taking* [=departure] this morning.
- The movie ended with an emotional *leave-taking*. [=farewell]

[noncount]

- *Leave-taking* is always difficult for her.

Leave Takings

- ❖ Sorry, I have to go now.

- ❖ I'll talk to you later.
- ❖ It's been nice talking to you.
- ❖ Good bye.
- ❖ Bye-bye / Bye.
- ❖ See you tomorrow.

Responses

- ❖ Yes of course. See you.
- ❖ Sure. See you later.
- ❖ So long.
- ❖ Take care.
- ❖ Keep in touch.
- ❖ See you at school.

Sajian Contoh

Boys : **Bye**, dad.
 Father : **Bye-bye**, sons. Take **care**.

Talita : Good **bye**, Mrs. Iskandar.
 Mrs. Iskandar : Good **bye**, Ms. Yuwono. It's been **nice** talking to you.

Talita : I have to **go** now. **See** you later.
 Renata : **Bye**. See you.

Mr. Iskandar : Good **bye**, Talita. **See** you tomorrow.
 Talita : **Yes. Good** bye, Mr. Iskandar

Soal Latihan

Activity 1 *With your partner, complete the dialogues below with the expressions you have learned and practice speaking them out.*

Mr. Iskandar : Good morning, Baskara. How are you?
 Baskara :?
 Mr. Iskandar : How is your family?

Baskara :, thank you.

Mr. Iskandar : I'm sorry, but I really have to go now. It's been nice talking to you

Baskara : See you some time.

Mr. Iskandar :

Activity 2 Match the situations in column A, with the proper expressions in column B.

A	B
1. You greet your teacher at 1 p.m.	a. Hello, Rena. Nice to see you again.
2. Lita meets an old friend.	b. Thank you for joining us. Good night.
3. A teacher greets her students.	c. Sorry. I really must go now.
4. Someone opens a speech at 7 p.m.	d. Good afternoon, ma'am.
5. You meet your classmate.	e. Good morning, class.
6. A receptionist welcomes a guest at 10 a.m.	f. Good evening, ladies and gentlemen.
7. You part with a friend after school.	g. Good morning, sir.
8. A TV presenter closes her evening's program.	h. Good night. Sweet dream.
9. You end a conversation with a friend.	i. How are you today?
10. A Mommy takes her little son to bed.	j. Bye. See you tomorrow.

Activity 3 Find the words in the text which has similar meaning with the words below.

1. friendly : _____ 4. society : _____

2. surrounding : _____ 5. refer to : _____

3. beneficial : _____

Activity 4 Open your dictionary. Find the synonym of the following words.

1. fostering : _____ 4. regarding : _____

2. concept : _____ 5. encourage : _____

3. look forward : _____

Expressing Gratitude

Expressing gratitude is something that is extremely important because it lets people know that you appreciate them or what they have done for you. When expressing gratitude it is important to do so with a smile on your face and a sincere tone of voice. Although gratitude can be faked, it must always come off as sincere appreciation. In the modern western world it is common to hear people say 'thank you', 'you shouldn't have' or 'I can't believe you did this for me'.

When someone says 'you shouldn't have' it does not mean that they are not grateful but it simply means that they feel that they do not deserve the gift, attention or gesture you have given them. Gratitude is one of those things that is hard to fake because when you are grateful you are overcome with emotion. There are many ways in which you can express gratitude, if you are speaking casually you could say 'oh I really appreciate that', 'you shouldn't have' or you could resort to the old trusty yet timeless 'thank you'.

There is a difference between being polite and showing gratitude. Being polite can be considered as common decency whereas gratitude is an expression of an emotion. An example of this is when one receives a gift; this is usually followed by emotion and a heartfelt 'thank you'. Although saying 'thank you' is timeless it is by no means redundant or as the young would say 'lame'. So remember to say 'thank you'!

Examples of English Conversations:

At the Booking Counter

Robert : Two tickets to Las Vegas, Please.

Osman : Business class or executive class?

Robert : Executive class. How much is the fare?

Osman : 60 dollars, sir.

Robert : (Giving the money = 100 dollars)

Osman : Here are your tickets.

Robert : Thank you. What time does the train leave?

Osman : At 11.20 am.

Robert : Thank you. (Moves away)

Osman : Excuse me. Just a moment, please.

Robert : Yes, what is it?

Osman : Here's the change. You didn't take it.

Robert : Oh, I forgot. You're so kind. Thank you so much.

Osman : Not at all.

Between Neighbors

Anita : Good morning. May I come in?

Cindy : Please come in.

Anita : I am Anita, your next door neighbor. I'm an officer in BCA Bank.

Cindy : Very glad to meet you. I'm Cindy. Please sit down.

Anita : Last night my husband told me that new tenants have moved in here. So I
thought I would look you up in the morning.

Cindy : So kind of you. I'm not a tenant though. I bought this house.

Anita : Really? That's wonderful. I'm so glad we are getting good neighbors. Is there
anything I can do for you?

Cindy : Yes. Could you tell me where I can buy fresh milk in the morning?

Anita : Please don't worry about that. I'll send my milkman here. Is there anything else?

Cindy : Not immediately. Thank you so much for the help.

Anita : It's my pleasure. Please do not hesitate to tell me if you need anything.

Cindy : Sure. You're very nice.

Anita : Not at all. See you later.

Cindy : See you.

Sajian contoh

What are you grateful for? I'm grateful for the help.

Soal Latihan

Use your imagination. Make your own conversation.

Asking about gratitude

What are you grateful for?

Asking about gratitude

What are you grateful about?

Asking about gratitude

Who do you owe it to?

Asking about gratitude

What did you do with their help?

Expressing gratitude

I'm grateful for

Expressing gratitude

I'm grateful to

Expressing gratitude

I owe it all to

Expressing gratitude

I couldn't have...without them.

Change partners. Use your imagination and make another conversation.

Practice

Asking about gratitude

Find five things your partner is grateful for.

Expressing gratitude

Tell your partner what you are grateful for.

EXPRESSING COMMAND OR INSTRUCTIONS

Command expression is a context which is used to make someone or thing to do what we want. There are two types of command :

1. Verbal Command

Verbal command is a command which uses "Bare-Infinitive" in the beginning of this expression.

For examples:

Do it!

Come here!

Stand up!

Sit down!

Close the window!

Come on over!

Come back here!

2. Nominal Command

Nominal Command is a command which uses "BE" in the beginning of this expression.

Take notice that the /BE/, here, is not like /is, am, are, was, were, been, or even being. This /BE/ is a real kind of "BE".

For examples:

Be carefull!

Be deligent!

Be a man!

Be on time!

Be there immediately!

Be smart!

Be mine!

Be a good teacher!

Take notice that /Be/, here, needs a complement. A complement must be in Adjective, Adverb, Pronoun or Noun phrase form. On the other hand, you can place another except VERB. Remember that /Be/ which is being used is a structural-meaning-verb not lexical-meaning-verb. This rule is a Must to obey!.

When someone asks us to do something, we sometimes feel lazy to do that. Make different!

Come here!

Come here, **please!**

The two expressions looks the same. However, the word /please/ has created a new colour. When the word /please/ is placed there, the command becomes "Polite Command".

/Please/ can be used in the end or in the beginning of a command expression.

Come here, **please!** or, **Please** Come here!

Addition:

Beside the discussion above, we can make a command expression by using a word "MUST".

For examples:

you **must come** here on time.

You **must tell** me something.

Take notice that you should place Bare-infinitive after the word /must/.

We also can say :

You **must be** on time!

In the sentence above, there is /be/. The pattern of the expression is similar to the previous pattern.

Expressing command

Directions : Answer the questions based on the pictures.

Sajian contoh :

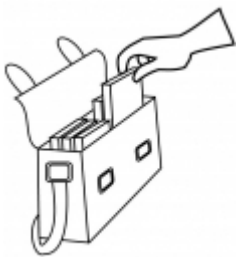


Take your pencil !

Soal latihan :

Task 1

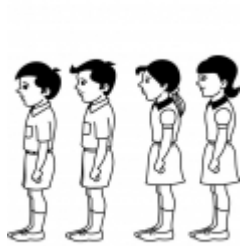
Directions : Answer the questions based on the pictures.



1.



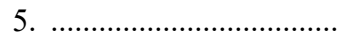
2.



3.



4.



Soal latihan

- 1) "Eat a hamburger." **Frank to me**
- 2) "Take my pen." **Anne to me**
- 3) "Don't leave your mug on the table." **Mum to Ben**
- 4) "Enjoy yourselves on my party." **Sally to the boys**
- 5) "Don't break the rules at school." **The teacher to the students**
- 6) "Play with your sister." **Mum to Danny**
- 7) "Don't hit your child." **The psychologist to the parents**
- 8) "Check your e-mails." **Tina to Chloe**
- 9) "Don't turn right here." **The driving instructor to Carla**
- 10) "Go ahead as long as you can." **Tim to Noah**

Expressing Giving Instruction

- * I'd like you to form pairs.
- * Okay now, listen everybody.
- * Stop snapping your fingers, please.
- * Come on, have a try.
- * Fine. You can do better than that.
- * For your homework answer the questions on ...
- * Let's have a look at the words with ..
- * Please repeat after me.
- * Let's answer those questions on the next page.
- * Try to find out what the people are talking about.
- * Tell the story in about ten sentences.
- * Read the text to your selves.

Soal Latihan

1. *Make a short expression of command, e.g. Stop running!*
2. *Combine no (1) with the simple sentence, e.g. I want to inform you something. So, Stop running!*

When you feel that you can make the sentence (like : /I want to inform you something. So, Stop running !, try to place another. Then practise it orally. Find your best partner to practise it!.More sentences you make, More perfect you will get. Don't forget that you have to practise it regularly when you want something to do by your friend or someone else in English Language.

BAB V

Tujuan Umum Pembelajaran

Peserta Didik mampu:

1. Menggunakan ungkapan yang berhubungan dengan PEOPLE AND THEIR ACTIVITIES secara tepat.

Uraian Isi

Penjelasan Teori

PEOPLE AND THEIR ACTIVITIES

ADVERBS OF FREQUENCY

100 %	Always
80%	Usually
70 %	Often
50 %	Sometimes
30%	Rarely
5%	Hardly ever
0 %	Never

The Example about daily routine. In the morning

1. 80 % Get up at 5 A.M

2. 100% Have a shower
3. 80 % Have tea and toast
4. 0% Drink coffea
5. 100% Go to work at 8.15
6. 100% Start work at 8.45 evening
7. 80% Have dinner at 7 P.M
8. 30% Meet some friends
9. 5% Go to the cinema
10. 30% Read a book
11. 0% Watch TV

Sajian Contoh

Example:• I usually get up at 5 o'clock in the morning• I

Soal Latihan

TASK 1

Read the information in the table. Write sentences about your routine !

BAB VI

Tujuan Umum Pembelajaran

Peserta Didik mampu:

1. Menyebutkan ungkapan yang berhubungan dengan DESCRIBING OBJECTS AND NUMBERS dengan tepat.
2. Menyebutkan ungkapan yang berhubungan dengan EXPRESSING TIMES, DAYS, AND DATES dengan tepat.
3. Menggunakan bentuk bilangan CARDINAL/ORDINAL NUMBERS.
4. Mengidentifikasi jumlah bilangan bisa dihitung dan yang tidak bisa dihitung (COUNTABLE AND UNCOUNTABLE) dengan tepat.

Uraian Isi

Describe Objects

1. **Function / Use**
2. **Components / Parts**
3. **Characteristics:**
 - material
 - shape / figure
 - dimensions
 - property
 - color
4. **Position**
5. **Connection between parts**

Describe Numbers

Numbers expressed in words

Numbers expressed in figures

Expressing Times, Days, and Dates

Time

The time is expressed in four figures and is written without punctuation

Day

the day on which an agreement or event commences is generally not counted

Dates

Dates are expressed in terms of the standard (Gregorian) calendar, which is used in most countries.

CARDINAL/ORDINAL NUMBERS

Two billion people might die.

Ordinal number

That is my *second* victory.

COUNTABLE AND UNCOUNTABLE

COUNTABLE

dog, cat, animal, man, person

UNCOUNTABLE

much money, much time, much food, much water, much energy

Penjelasan Teori

Describe Objects

A paragraph to describe objects consists of different parts as follows:

6. Function / Use

7. Components / Parts

8. Characteristics:

material

shape / figure

dimensions

property

color

9. Position

10. Connection between parts

Function / Use

used to + V à l'infinif

used for + Ving

Components / Parts

A hammer $\left\{ \begin{array}{l} \text{consists of} \\ \text{is made up of} \end{array} \right\}$ a handle and a head
is composed of

A hammer includes a handle and a head

A hammer has two $\left\{ \begin{array}{l} \text{parts} \\ \text{sections:} \end{array} \right\}$ a handle and a head
components

Material

A chair is made of wood.

Bread is made from wheat.

This kind of car is made by a big company in Japan.

Shape / Figure

A coin is shaped like a circle.

A coin is circular in shape.

A coin is circular

Property

Property is a special quality that belongs to the object.

The interior of a ping-pong ball is hollow.

This book is thick.

the glass bottle is fragile.

The edge of a table is straight.

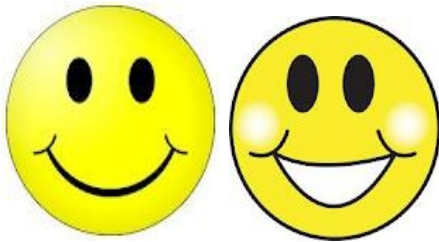
The sides of a car are flat

The middle of a bottle is curved.

Colours

Black, white, green, orange, ...

Exercise



A

B

A is happy. B is than A



Tom

Ryan

Tom is sad. But Ryan is than Tom



3.

Notebook Rp. 4000.000,- Radio. Rp. 500.000,-

Radio is than Notebook

Netbook is than Radio



4.

John

Terry

John is

Terry is

Joh is than Terry

Terry is than John



5.

Susy

Cathy

Sarah

Sarah is thin. Cathy is fat. Susy is than Cathy. Susy is of all



6.

The bicycle is small

The car is than the bicycle

7.



Almusto is Karto is Delon is

AlmustoKartoDelon

8.



The rooster is tall. The camel is than the rooster. The Girrafe is the of all

8910

9. BUDI TONO DULLAH

Budi is clever
Trimo is than Budi
Dullah is than Tono
Dullah is of all

10.



The plane is the of all. The bus is than the pedicab. The pedicab is

Describe Numbers

Numbers expressed in words

Numbers under 10 are generally expressed in words: eight, not 8. The exceptions are noted in the section below (*Numbers expressed in figures*). Numbers are always expressed in words:

At the beginning of a sentence:

- Sixty staff members received awards.

In simple fractions:

- Almost three quarters of the population had to be evacuated.
- The amendment was adopted by the required two-thirds majority.
- The project cost half a billion dollars.

All numbers may be expressed in words in isolated references to approximate measures and periods of time.

- The village is almost ten miles from the river.
- Income levels have increased over the past hundred years.

Numbers expressed in figures

Numbers between **10** and 999,000 are normally written in figures, except as noted above.

The following are always expressed in figures:

Percentages:

- Wages increased by only 1 per cent in 2003, compared with 3 per cent in 2002.

Note: The words “per cent” are normally written out. The % sign may be used in tables if space is limited.

Compound fractions and decimal fractions:

- The accident occurred $2\frac{1}{4}$ miles from the checkpoint.
- The refugee camp is 8.5 kilometres from the border.
- Costs fell by 3.75 per cent in 2001, 1.60 per cent in 2002 and 0.85 per cent in

Ratios and map scales:

- The student-teacher ratio is 9 to 1.
- A new map on the scale 1:250,000 was published in 2003.

Measures and weights:

- The tanks stopped 300 metres from the camp.
- The yield was 3 tons per hectare.

Ages:

- Mortality rates declined for children under 5 years of age.

Temperature:

- 10.15°C; 92°F.

Sums of money:

- \$6.50; SwF 8.75; €250.

Results of voting:

- The resolution was adopted by 15 votes to none, with 65 abstentions.
- The resolution was rejected by 26 votes to 9, with 1 abstention.

Sajian contoh

Soal latihan

Task 1

Match the columns with the number.

2/23/2005	December second, nineteen fourteen
6/8/1066	January fifth, nineteen sixty-eight
8/22/1940	June eighth, ten sixty-six
12/2/1914	July third, eighteen seventeen
3/21/2000	October twelfth, eighteen seventy
4/30/1990	April thirtieth, nineteen ninety
1/5/1968	July fourth, nineteen forty-five
7/4/1945	March twenty-first, two thousand
10/12/1870	February twenty-third, two thousand and five
7/3/1817	August twenty-second, nineteen forty

Task 2

Write the dates in letters (American English).

Sajian contoh

3/21/2000

March twenty-first, two thousand

Soal latihan

1. 9/3/1832
2. 3/12/1515
3. 6/20/1952
4. 10/6/1745
5. 1/2/2008

EXPRESSING TIMES, DAYS, AND DATES

Time

English

The 12-hour system is used for most purposes. The time of day is expressed as follows:

- 9 a.m. (not 9:00 a.m.), noon, 1.30 p.m., 9.05 p.m. (not 9.5 p.m.), midnight

The 24-hour system is used primarily in military and production schedules. The time is expressed in four figures and is written without punctuation: 0900 hours, 2100 hours.

Day

Unless otherwise specified, midnight-to-midnight 24-hour period comprising a calendar day. In the computation of a period, the day on which an agreement or event commences is generally not counted. For the determination of a default, if the last day is a Saturday, Sunday, or federal (or gazetted or statutory) holiday, the default commences from the next working day. For the filing of an official document, if the last day is a Saturday, Sunday, or federal (or gazetted or statutory) holiday, or the day on which weather or other phenomenon or occurrence causes the closure of the designated accepting office (for part or whole of the day), the next day that office is open is counted as the last day. See also daycount.

Dates

Dates are expressed in terms of the standard (Gregorian) calendar, which is used in most countries. If a date is given in any other system, it should be followed by the date in the standard form in parentheses, with the abbreviation "A.D." preceding the year. The day is always followed by the month and year: 21 April 2004. Months are

Cardinal number

a **cardinal number** is a "principal" number, i.e. one that simply says how many objects there are.

That'll be *one* pound.

Two billion people might die.

Ordinal number

An **ordinal number** is an adjective that denotes what place an object has in a certain order. The names of the ordinal numbers are usually derived from those cardinal numbers by adding *-th*.

That is my *second* victory.

This is the *tenth* time she's dumped me.

Ordinal and cardinal numbers are different. A cardinal number is a number that says how many of something there are, such as one, two, three, four, five. An ordinal number tells the position of something in a list, such as 1st or 2nd.

Soal latihan

Task 1

Choose the right answer and tick

1. We use ____ number with days.
 - Cardinals (one, two...)
 - Ordinals (1st...)
2. We use ____ numbers with years.
 - Cardinals (one...)
 - Ordinals (1st...)
3. To write the date in English, we write the month, day and year in...
 - American English
 - British English
4. The written form of 9th is...
 - Nineth
 - Ninth
5. The written form of 15th is...
 - Fifteenth
 - Fiveteenth

COUNTABLE AND UNCOUNTABLE

Countable

Countable are easy to recognize. They are things that we can count. For example: "pen". We can count pens. We can have one, two, three or more pens. Here are some more countable :

- dog, cat, animal, man, person
- bottle, box, litre
- coin, note, dollar
- cup, plate, fork
- table, chair, suitcase, bag

Countable can be singular or plural:

- My **dog is** playing.
- My **dogs are** hungry.

We can use the indefinite article **a/an** with countable :

- A dog is **an** animal.

When a countable is singular, we must use a word like **a/the/my/this** with it:

- I want **an** orange. (*not* I want orange.)
- Where is **my** bottle? (*not* Where is bottle?)

When a countable is plural, we can use it alone:

- I like oranges.
- Bottles can break.

We can use **some** and **any** with countable :

- I've got **some** dollars.
- Have you got **any** pens?

We can use **a few** and **many** with countable :

- I've got **a few** dollars.
- I haven't got **many** pens.

"People" is countable. "People" is the plural of "person". We can count people:

- There is one person here.
- There are three people here.

Uncountable

Uncountable (or non-count) are words which cannot be counted. Therefore, they only have a singular form. They have no plural forms. These words are thought of as wholes rather than as parts. They usually refer to abstractions (such as confidence or advice) or collectives (such as equipment or luggage).

Used with Uncountable Nouns Only

much money, much time, much food, much water, much energy

little trouble, little equipment, little meat, little patience

a little bit of confidence, a little bit of sleep, a little bit of snow

List of Uncountable Nouns (These are sample uncountable nouns only! There are many more.)

General	Abstract	Food	Weather
• Homework • Equipment • Luggage • Clothing • Etc.	• Advice • Help • Fun • Etc.	• Food • Flour • Meat • Rice • Etc.	• Thunder • Lightning • Snow • Rain • Etc.
Languages	Subjects/Fields	Sports	Activities
• English • Portuguese • Hindi • Arabic • Etc.	• Mathematics • Economics • Physics • Etc.	• Golf • Tennis • Baseball • Basketball • Etc.	• Swimming • Walking • Driving • Etc.

Sajian Contoh

a) **a / an** + singular countable noun (a pen, an apple) **some** + plural countable nouns - positive sentences (There are **some** cars)

some + uncountable nouns - positive sentences (There is **some** oil)

any - we use any in negative sentences and in most questions.(countable and uncountable nouns) I don't have **any** pens. There isn't **any** salt.

Do you have **any** sisters?

Soal Latihan

Task 1

Choose **a, an, some** or **any**

1. It is () dog.
2. Have you got () friends?
3. I bought () milk.
4. Linda has not got () pets.
5. There is () orange on the table.
6. Tim () eats cheese every day.
7. We don't have () bread.
8. My brother found () money.
9. My sister found () pen.
10. Do you have () eggs?
11. There are () students in the classroom.
12. Is there () pencil on the desk?

Task 2

Choose **How much** or **How many**

1. cheese do you buy?
2. books are there in your bag?

3. films did Tom see last week?
4. money do you spend every week?
5. friends does Linda have?
6. sugar do we need?
7. tomatoes are there in the fridge?
8. meat are you going to buy?
9. milk did you drink yesterday?
10. apples do you see?

BAB VII

Tujuan Umum Pembelajaran

Peserta Didik mampu:

1. Menggunakan ungkapan yang berhubungan dengan DESCRIBING PEOPLE AND THINGS dengan tepat.
2. Menceritakan ciri-ciri fisik seseorang (PHYSICAL APPEARANCE) dengan tepat.

Uraian Isi

Penjelasan Teori

We often use language to describe the people, places and things in our world.

*The children's **favourite** teacher, Miss Lee, is **worried** because all of her **young** pupils are **tired** and **listless**. The boy **sitting in the front desk** is **asleep** and the girl **in the pink dress** is making **big, loud** yawns.*



We can describe people, places and things by using **adjectives**:

function	example
appearance (eg size, shape, colour)	<i>the pink dress</i>
the senses (eg touch, sight, hearing, smell)	<i>loud yawns</i>
personal details (eg age, nationality)	<i>her young pupils</i>
qualities (eg personality, character, attributes)	<i>their favourite teacher</i>
situations (eg weather, conditions)	<i>it's sunny</i>

We can make these descriptions stronger by adding **adverbs of degree** (*the **very** loud yawns*; *it's **really** sunny*)

We can also use **nouns**, especially when describing a particular type of person, place or thing:

- what type? eg *the **history** test*
- what's it made of? eg *a **lead** pencil*

If we want to be more specific about 'which one', we can use a **phrase** or a **clause** after the noun:

- which one? eg *the girl **in the pink dress*** [prepositional phrase]
- which one? eg *the boy **sitting in the front desk*** [relative clause]

Describe the picture above !

Sajian contoh



They are Upin and Ipin, they have bald head, the oval eyes, Upin has hair, but Ipin hasn't hair. Upin is wearing yellow shirt, while Ipin is wearing blue shirt.

Soal latihan



1.



2.



3.



4.



5.

How to Describe a Person's Physical Appearance

If you had to, could you see somebody on the street, then accurately describe them later? Or meet someone who impressed you, but when asked found yourself unable to describe them? Perhaps you have trouble remembering faces. Well, fear not, there is hope for you. If you follow these instructions, you'll improve your memory and who knows what else you might think of!

Take in the whole person. Start with the big stuff, the things that are easy to describe. Are they tall, short, wide, thin, young, or old? Take a quick look at the picture below, then describe what you see.

- You can tell with just the silhouette that they are:
 - Young
 - Average height
 - Short hair
 - Male
 - Casually dressed
 - Musician
 - Bonus points if you recognized he's playing an electric guitar.
- Don't over analyze—your first impression is what you're looking for here, and this whole process should only take a few seconds from start to finish. Do try to look past obvious distractions, and notice as much as you can. If a guy has a massive tattoo on

his forearm, or a girl is wearing a revealing top, that's great—note it in passing and take in the whole image. You can stare later!

take it from the top. Look at your person of interest's hair, and make a quick mental snapshot. Long, shoulder-length, or short? Blonde, brunette, or redhead? Does this person wear a distinct hairstyle? Do they even have hair? Take a look at the picture below, briefly, then describe everything you remember about her hair.

- This one might have been a little harder than the silhouette, as there were a couple of distractions added in. Still, you should have remembered a few things about her from that brief glance:
 - She's blonde.
 - Her hair is on the long side
 - It's slightly wavy
 - Her hair is probably pinned up.
 - Bonus points if you noted she has blue eyes.

Check out the body. Confirm your initial impression of body shape, and pick out a few more points—are they muscular, well-fed, thick, busty, or thin? What color is their shirt or blouse? What color are their pants or skirt? Again, don't go for too much detail, just the overall impression. Take a look at the picture below for no more than 5 seconds, then see if you can answer the questions that follow.

- Male or female? OK, no peeking! Try to do this without referring to the picture.
- What color is his hair?
- What is his body type?
- What color shirt is he wearing?
- What color are the frames of his sunglasses.
- Bonus points: turn away from the screen, then describe the blurry figure in the foreground. How close were you?

Legs are easy. The guy in Bermuda shorts may have legs that are whiter than the background of this article, or that woman in the short skirt may have legs that keep you from noticing anything else, but unless they're really unusual for some reason—an amputation, they are unusually thick or thin, or covered in tattoos—there's not much to legs. In fact, if you do notice a person's legs, it's more likely something else is attracting your attention to them. For example, take a look at this picture briefly:

- Describe what you saw. Chances are what you remember is not their legs, but what they were wearing.
- Bonus points: how many of the models were wearing shoes or boots? That's right—just one.

Shoes are good to notice. Are they new, old, well-cared-for or beat up? Knowing this will not only help you recall this person later, it's a good way to learn a little bit about them.

- What kind of shoes is she wearing? Bonus points if you don't look back at the picture! Sorry, that was a trick question—you can't see her shoes. The most noticeable thing was the fact that the groom is wearing tennis shoes with his suit, and it may have distracted you from taking in the whole picture. More bonus points if you can recall:
 - What color is her hair?
 - Is his hair long or short?
 - What color is his tie?
 - What color is his belt buckle?

Repeat in reverse. Start from the feet, and work your way back up. What you're doing is taking those first impressions, and solidifying them into a memory by repetition. If you have the time and can do it without seeming creepy, take a second look.

the eyes have it. Are their eyebrows thick or thin, light or dark? Do they have small eyes or large eyes? Are they deep-set or bulgy? Are they almond-shaped or round? Do they have long, thick, curly lashes, or are they sparse, straight or short? Look at the picture for 3 seconds, look away, and describe his eyes.

Nose. The person's nose can be almost any shape or size. Is it long or short, turned up or hooked? Is it wide or narrow? The nose carries a lot of the weight of how the face looks, and it matters whether you're looking from the front or from the side.

- Bonus points if you can describe the nose of the man with the eyes, above. Mega bonus points if you can describe the nose of the woman with blond hair at the top of the page.

The mouth. Arguably the most expressive part of a person's face, this is the hardest to pin down. If the person's laughing, or angry, or shouting, they all change the shape of the mouth. Still, no matter what else is going on, there are a couple things you can pick out. Is the mouth wide or small? Does the person have full lips or thin lips, and is their cupid's-bow on top very defined?

Make note of any other distinctive features. Such things as a mole or birthmark, scars, or tattoo are all fair game for recollection. If you see them, make note.

- Turn away from the monitor, and sketch her tattoo. While you're there, earn some bonus points and describe everything else you remember about her.

Out standing in her field. Here we have a woman with very long blonde hair. If that were not memorable enough, add in her surroundings: a field of long, golden grasses.

- Think "long golden grasses, long golden tresses." You have associated two images together, each of which will shore up the other
- **Method 1 of 3: The Quick Once Over**
- **Method 2 of 3: The Main Event**
- **Method 3 of 3: Mnemonic Devices**

Still having a hard time? People sometimes use word and image associations to remember things about people

Out standing in her field. Here we have a woman with very long blonde hair. If that were not memorable enough, add in her surroundings: a field of long, golden grasses.

- Think "long golden grasses, long golden tresses." You have associated two images together, each of which will shore up the other.

Hard as a rock. In this example, there's not a lot there, but there's certainly enough to form a mental connection to the surroundings. In the background, a solid brick wall. In the foreground, a guy who's about as solid, smooth, and hard as that concrete wall. Think "hard as concrete," and you'll have a mental image that won't soon go away.

Eyes as deep and wide as the ocean. The same thing applies here: pick out something in the surroundings that fit the image, and marry the two together. There are a couple obvious mnemonics with the image below:

- What color are her eyes? In fourteen-hundred and ninety two, Columbus sailed the ocean *blue*! Her eyes, of course, are now ocean blue.
- What about her hair? The sand in this picture happens to be very light, so use that. Sandy colored hair. Blonde hair.

Sajian Contoh



Young

Soal Latihan

Guess the picture !

1.



2.



3.



4.



5.



6.



BAB VIII

Tujuan Umum Pembelajaran

Peserta Didik mampu:

1. Memperagakan ungkapan yang berhubungan dengan TALKING ABOUT ACTIVITIES secara tepat.
2. Menggunakan ungkapan yang berhubungan dengan kegiatan yang sedang terjadi (PRESENT CONTINUOUS TENSE) dengan tepat.
3. Menceritakan kegiatan yang terjadi pada waktu lampau (PAST SIMPLE TENSE) dengan tepat.
4. Menceritakan kegiatan yang sedang terjadi pada waktu lampau (PAST CONTINUOUS TENSE) dengan tepat.
5. Menjelaskan kegiatan yang akan terjadi pada waktu yang akan datang (FUTURE SIMPLE)

Uraian Isi

Penjelasan Teori

Talking About Activities

What are some things that you do every day?

Describe a typical daily routine.

Tell what you do at various times throughout the day.

Ask your partner to tell you his/her daily schedule.

What time do you go to work/school?

What time do you get out of class/get off work?

Talk

Make a time table like the one below.

Time	Monday	Thursday	Saturday
7:00 a.m.	Breakfast	Breakfast	Breakfast
8:00 a.m.	Go to school	Go to school	Go to school
9:00 a.m.			
10:00 a.m.			
11:00 a.m.			
12:00 noon			
1:00 p.m.			
2:00 p.m.			
3:00 p.m.			
4:00 p.m.			
5:00 p.m.			
6:00 p.m.			
7:00 p.m.			
8:00 p.m.			
9:00 p.m.			

Complete in the time table with information about your daily activities.

Sajian Contoh

Describe your routine to a partner.

For example,

- I get up at 7:00 every day.
- Then I take a shower, get dressed and eat breakfast.
- I leave my house at 8:00 and ride the bus to school.
- I start class at 9:00 on Monday, and 10:00 on Thursday.
- I usually have lunch at 1:00.
- I finish class at 3:30 p.m.
- On Saturday, I sleep in until 11:00.

Soal Latihan

Ask your partner about his/her daily routine.

For example,

- What time do you usually wake up?
- What do you do between classes
- What time do you finish work?
- What do you do in the evening?
- What time do you get home on the weekends?

The Present Continuous Tense

Text About The Present Continuous Tense

A beautiful village

This is a beautiful little village, in the village there are few houses, one of them is much larger than the others. Not far from the large house is a large tree with two little birds in it, and two birds are singing close by the birds' nests. At the foot of the tree a dog is laying on the ground, and a cat is watching the birds. In front of the house two children are playing, a boy and a girl. The boy is about ten years old, the girl looks about nine. The girl is jumping

and the boy is looking for his sister. A man and a woman are standing near by watching the children playing, it's really beautiful village.

The Present Continuous Tense

Conversation

Deni and Lisa are talking about their hobbies.

Deni : hi,Lisa. What are you reading?

Lisa : hi, Deni. I'm reading a story book.

Deni : reading is one of your hobbies. Isn't it?

Lisa : yes, you're right. I also like playing basket ball and singing. By the way what are your hobbies?

Deni : my hobbies are outdoor camping and climbing the mountain.

Lisa : wow, the sound is interesting!

b. Kosa kata yang terkait dengan tema seperti :

Playing swimming painting

Cooking collecting eating

Singing riding watching

Dancing camping reading

c. Penggunaan -ing Form (gerund) and Present Continuous tense :

a) -ing Form (Gerund)

She like swimming

Anton like playing foot ball

Cooking is my hobby

b) Present Continuous Tense

Pattern : Subject + to be (am, is, are) + Verb1 + -ing + Object Complement

Example : Becky is sleeping now

I'm reading a book in the library now.

Sajian contoh

(+) I am studying English at this moment

(-) I am not studying English at this moment

(?) Am I studying English at this moment?

Soal latihan

Task 1

Change the affirmative sentences below into negatif and interrogative sentence base on the pattern present continuous tense !

1. (+) They are playing golf together
(-)
(?)
2. (+) He is studying English now
(-)
(?)
3. (+) She is driving a car now
(-)
(?)
4. (+) I am writig a book at the moment
(-)
(?)
5. (+) Rio is climbing a coconut tree now
(-)
(?)

Task 2

Please, find out five (5) sentences of present continuous tense below !

A beutiful village

This is a beautiful little village, in the village there are few houses, one of them is much larger than the others. Not far from the large house is a large tree with two little birds in it, and two birds are singing close by the birds' nets. At the foot of the tree a dog is laying on the ground, and a cat is watching the birds. In front of the house two children are playing, a boy and a girl. The boy is about ten years old, the girl looks about nine. The girl is jumping

and the boy is looking for his sister. A man and a woman are standing near by watching the children playing, it's really beautiful village.

The Past Continuous Tense

The past continuous tense expresses action at a **particular moment** in the past. The action started before that moment but has not finished at that moment. For example, yesterday I watched a film on TV. The film started at 7pm and finished at 9pm.

Pattern : (+) Subject + To be (was/were) + V-ing

(-) Subject + To be (was/were) + Not + V-ing

(?) Was/were + Subject + To be (was/were) + V-ing

The Past Continuous Tense can be used for:

- a. Show that the action that is on-going at the time of the tense.

Contoh: (+) I was studying English at 9.00 last night

(-) I was not studying English at 9.00 last night

(?) Was I studying English at 9.00 last night

- b. Showed a deed which is going on and still takes place when the deed by which another following in time ago.

Contoh : (+) When the telephone rang, I was listening the music

(-) When the telephone rang, I was not listening the music

(?) Was I listening the music, when the telephone rang

Adverb commonly used are:

When : ketika

While : ketika

Soal Latihan

Sajian Contoh

- I **was working** at 10 pm last night.
- They **were not playing** football at 9am this morning.

- What **were** you **doing** at 10pm last night?
- What **were** you **doing** when he arrived?
- She **was cooking** when I telephoned her.
- We **were having** dinner when it started to rain.
- Ram went home early because it **was snowing**.

1) Change the verb in the bracket into the past continuous tense.

- 1) I (study) at 08.00 pm last night.
- 2) We (play) football this afternoon.
- 3) Ari (sleep) when I (call) him.
- 4) She (read) a magazine when I (arrive).
- 5) While I (cook) soup, he (knock) at the door

Future Simple Tense

I will sing

The **future simple tense** is often called **will**, because we make the future simple tense with the modal auxiliary **will**.

How do we make the Future Simple Tense?

The structure of the future simple tense is:

subject	+	auxiliary verb WILL	+	main verb
		invariable		base
		will		V1

For negative sentences in the future simple tense, we insert **not** between the auxiliary verb and main verb. For question sentences, we exchange the **subject** and **auxiliary verb**. Look at these example sentences with the future simple tense:

	subject	auxiliary verb		main verb	
+	I	will		open	the door.
+	You	will		finish	before me.
-	She	will	not	be	at school tomorrow.
-	We	will	not	leave	yet.
?	Will	you		arrive	on time?
?	Will	they		want	dinner?

When we use the future simple tense in speaking, we often contract the subject and auxiliary verb:

I will	I'll
you will	you'll
he will	he'll
she will	she'll
it will	it'll

we will	we'll
they will	they'll

For negative sentences in the future simple tense, we contract with **won't**, like this:

I will not	I won't
you will not	you won't
he will not she will not it will not	he won't she won't it won't
we will not	we won't
they will not	they won't

How do we use the Future Simple Tense?

No Plan

We use the future simple tense when there is no plan or decision to do something before we speak. We make the decision spontaneously at the time of speaking. Look at these examples:

- Hold on. I'll **get** a pen.
- We **will see** what we can do to help you.
- Maybe we'll **stay in** and **watch** television tonight.

In these examples, we had no firm plan before speaking. The decision is made **at the time of speaking**.

We often use the future simple tense with the verb **to think** before it:

- I **think** I'll go to the gym tomorrow.
- I **think** I will have a holiday next year.
- I don't **think** I'll buy that car.

Prediction

We often use the future simple tense to make a prediction about the future. Again, there is no firm plan. We are saying **what we think will happen**. Here are some examples:

- It **will rain** tomorrow.
- People **won't go** to Jupiter before the 22nd century.
- Who do you think **will get** the job?

Be

When the main verb is **be**, we can use the future simple tense even if we have a firm plan or decision before speaking. Examples:

- I'll **be** in London tomorrow.
- I'm going shopping. I **won't be** very long.
- **Will** you **be** at work tomorrow?

Note that when we have a plan or intention to do something in the future, we usually use other tenses or expressions, such as the **present continuous tense** or **going to**.

USE "Be going to" to Express a Plan

"Be going to" expresses that something is a plan. It expresses the idea that a person intends to do something in the future. It does not matter whether the plan is realistic or not.

Examples:

- He **is going to spend** his vacation in Hawaii.
- She **is not going to spend** her vacation in Hawaii.
- A: When **are we going to meet** each other tonight?
B: We **are going to meet** at 6 PM.
- I'm **going to be** an actor when I grow up.
- Michelle **is going to begin** medical school next year.
- They **are going to drive** all the way to Alaska.
- Who **are you going to invite** to the party?
- A: Who **is going to make** John's birthday cake?
B: Sue **is going to make** John's birthday cake.

USE 4 "Will" or "Be Going to" to Express a Prediction

Both "will" and "be going to" can express the idea of a general prediction about the future. Predictions are guesses about what might happen in the future. In "prediction" sentences, the subject usually has little control over the future and therefore USES 1-3 do not apply. In the following examples, there is no difference in meaning.

Examples:

- The year 2222 **will be** a very interesting year.
- The year 2222 **is going to be** a very interesting year.
- John Smith **will be** the next President.
- John Smith **is going to be** the next President.
- The movie "Zenith" **will win** several Academy Awards.
- The movie "Zenith" **is going to win** several Academy Awards.

Soal Latihan

1.

Mark: What are you doing with those scissors?

Beth: I (cut) that picture of the ocean out of the travel magazine.

Mark: What (you, do) with it?

Beth: I (paint) a watercolor of the ocean for my art class, and I thought I could use this photograph as a model.

2.

Mark: (you, do) me a favor, Sam?

Sam: Sure, what do you want me to do?

Mark: I (change) the broken light bulb in the lamp above the dining room table. I need someone to hold the ladder for me while I am up there.

Sam: No problem, I (hold) it for you.

3.

Gina: Where are you going?

Ted: I (go) to the store to pick up some groceries.

Gina: What (you, get) ?

Ted: I (buy) some milk, some bread, and some coffee.

4.

John: Wow, it's freezing out there.

Jane: I (make) some coffee to warm us up. Do you want a piece of pie

as well?

John: Coffee sounds great! But I (have) dinner with some friends later, so I'd better skip the pie.

Jane: I (go) to dinner tonight too, but I'm having a piece of pie anyway.

5.

Frank: I heard you're taking a Spanish class at the community college.

Tom: Yeah, I (go) to Guatemala next spring and I thought knowing a little Spanish would make the trip easier.

Frank: I (visit) my brother in Marseilles next year. Maybe I should take a French class.

- 1. A: Why are you holding a piece of paper?

B: I (write) a letter to my friends back home in Texas.

2. A: I'm about to fall asleep. I need to wake up!

B: I (get) you a cup of coffee. That will wake you up.

3. A: I can't hear the television!

B: I (turn) it up so you can hear it.

4. We are so excited about our trip next month to France. We (visit)

Paris, Nice and Grenoble.

5. Sarah (come) to the party. Oliver (be) there as well.

6. Ted: It is so hot in here!

Sarah: I (turn) the air-conditioning on.

7. I think he (be) the next President of the United States.

8. After I graduate, I (attend) medical school and become a doctor. I have wanted to be a doctor all my life.

9. A: Excuse me, I need to talk to someone about our hotel room. I am afraid it is simply too small for four people.

B: That man at the service counter (help) you.

10. As soon as the weather clears up, we (walk) down to the beach and go swimming.

BAB IX

Tujuan Umum Pembelajaran

Peserta Didik mampu:

- Memperagakan dan menjawab pertanyaan dengan pola “Yes/No questions” dalam konteks kegiatan sehari-hari dengan benar.
- Memperagakan dan menjawab pertanyaan dengan pola “Information questions” dalam konteks kegiatan sehari-hari dengan benar.

Uraian Isi

Yes/No questions

Am I your friend? Yes. / Yes, you are. / Yes, you are my friend.

Is this a good restaurant? No. / No, it is not. / No, it is not a good restaurant.

Was his house on an island? Yes. / Yes, it was.

Were the demonstrations in the center of town? No. / No, they weren't.

Information questions

Who		a person
What		a thing / fact
Where	FOR	a location / place
When		time / day / year / month
Why		reason
How		method / quality

Penjelasan Teori

Yes / No questions (closed questions)

In English, there are two basic types of questions: *Yes / No* questions and *Wh*-questions. *Yes / No* questions are also called **closed questions** because there are only two possible responses: **Yes** or **No**. When forming a *Yes / No* question, it must include one of these verbs: BE, DO, HAVE, or a modal verb. It is impossible to ask a *Yes / No* question without one of these verbs.

Correct

Are elections next year?

Does he want to stay?

Have the boys eaten?

Can the dog swim?

Incorrect

~~Elections next year?~~

~~He want to stay?~~

~~The boys eaten?~~

~~The dog swim?~~

Use the verb BE to ask *Yes / No* questions about the identity or description of a person, place, or thing.

Question

Am I your friend?

Is this a good restaurant?

Are these islands Greek?

Was his idea interesting?

Were they happy?

Response

Yes. / Yes, you are. / Yes, you are my friend.

No. / No, it is not. / No, it is not a good restaurant.

Yes. / Yes, they are. / Yes, these islands are Greek.

No. / No, it wasn't. / No, his idea was not interesting.

Yes. / Yes, they were. / Yes, they were happy.

Note that the response can be short (Yes. / No.), or long: Yes or No followed by the subject and verb.

Use the verb BE with a preposition to ask *Yes / No* questions about a present or past location.

Question	Response
Am I at the correct location?	No. / No, you aren't.
Are the keys under the books?	No. / No, they are not.
Was his house on an island?	Yes. / Yes, it was.
Were the demonstrations in the center of town?	No. / No, they weren't.

Use the verb BE to ask a *Yes / No* question about a current activity or situation. This requires the present progressive: BE + (verb+ing).

Question	Response
Am I going with you and Tom?	Yes. / Yes, you are.
Is she working today?	No. / No, she isn't.
Are we seeing a play tomorrow?	Yes. / Yes, we are.

Use the verb BE to ask a *Yes / No* question about a past activity or situation. This requires the past progressive: WAS / WERE + (verb+ing).

Question	Response
Was it raining?	Yes. / Yes, it was.
Were they playing?	No. / No, they weren't.

Use the verb BE to ask a *Yes / No* question with the passive voice.

Question	Response
Is gold mined in Canada?	Yes. / Yes it is.
Are flowers grown here?	No. / No, they are not.

Was the book read? Yes. / Yes, it was.

Use the verb HAVE to ask if somebody has done something or if some action has taken place. Note that these *Yes / No* questions use the present perfect (HAVE + past participle)

Question	Response
Has your brother left?	No. / No, he hasn't.
Have you driven before?	Yes. / Yes, I have.
Has the party started?	Yes. / Yes, it has.

Use the verb DO to ask *Yes / No* questions in order to obtain facts about people, places, or things.

Question	Response
Do they smoke?	No. / No, they don't.
Does it rain here?	Yes. / Yes, it does.
Did the key work?	No. / No, it didn't.

Use modal verbs to ask *Yes / No* questions about possibilities or uncertainties.

Question	Response
Can we stay?	Yes. / Yes, we can. / Yes, we can stay.
Could this be true?	Yes. / Yes, it could (be true).
Should they stop?	No. / No, they shouldn't (stop).
May I help you?	Yes. / Yes you may (help me).

Remember: When asking *Yes / No* questions with DO or a modal verb, the main verb remains in the base form (without **to**).

Correct**Incorrect**

Do you drink coffee? ~~Do you to drink coffee?~~

Does she work here? ~~Does she to work here?~~

Can I go with you? ~~Can I to go with you?~~

Should we email her? ~~Should we to email her?~~

However, if there are two verbs that follow DO, the second verb remains in the infinitive (with **to**).

Correct**Incorrect**

Do you want to drink coffee? ~~Do you want drink coffee?~~

Does she like to work here? ~~Does she like work here?~~

Did you need to go home? ~~Did you need go home?~~

Note that there are several ways to answer *Yes / No* questions, especially when using contractions.

Question Response

Is he busy? No.

No, he isn't.

No, he's not.

No, he is not.

No, he isn't busy.

No, he's not busy.

No, he is not busy.

INFORMATION QUESTION

WORDS used for this information.

Who		a person
What		a thing / fact
Where	FOR	a location / place
When		time / day / year / month
Why		reason
How		method / quality

Questions using question words follow two basic patterns:

Question Word + Verb + Subject

QW + V + S

Who is he?

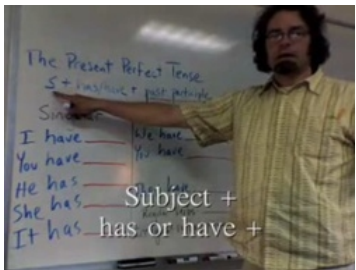
...or

Question Word + Verb + Subject + Verb

QW + V + S + V

Where do they live?

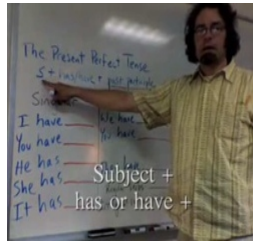
Sajian Contoh dan soal latihan

Who am I? You're a teacher.	 A photograph of a male teacher with glasses and a beard, wearing a yellow shirt, pointing his right hand towards a whiteboard. The whiteboard contains handwritten text: 'The Present Perfect Tense', 'S + has/have + past participle', 'Since', a list of subjects (I, You, He, She, It) with 'have' or 'has' next to them, and a diagram showing 'Subject + has or have + past participle'.
---	--

Where are you? 	
What does he have? 	
Where is she? 	
Why is the cat drinking water? 	

**When do we have
class?**

.....



You + I = We

**How are they drinking
their milkshake?**

.....



What do they have?

.....



Soal Latihan

Practice:

1. _____ are you? (location / place)
2. _____ are those people? (people)
3. _____ is the time? (fact / truth / information)
4. _____ is he upset? (reason)
5. _____ is the party? (date / time)
6. _____ is the weather today? (quality)
7. _____ coffee is there? (amount)
8. _____ oranges are on the table? (amount)

(Answers: 1. Where; 2. Who; 3. What; 4. Why; 5. When; 6. How; 7. How much; 8. How many)

BAB X

Tujuan Umum Pembelajaran

Peserta Didik mampu:

Memperagakan ungkapan yang berhubungan dengan JOBS AND DAILY ACTIVITIES secara tepat.

Uraian Isi

Jobs and Daily Activities

Talking about your job

Remember: we use a / an before jobs. We use "a" before jobs that begin with a consonant sound, and "an" before jobs that begin with a vowel sound.

I work as **a teacher / a doctor**

He works as **an electrician / an accountant**

Talking about your daily routines

Here are some useful verbs to describe your routines and habits. Be careful to use the right preposition (to, at, in etc) with the verbs where necessary.

get up

get dressed

have a shower / a bath / a quick wash

wash your hair

put your make-up on (make-up = cosmetics)

have / eat breakfast (lunch, dinner, tea)

have a coffee / grab a coffee (grab = get something quickly)

Penjelasan Teori

Jobs and Daily Activities

There is a range of employment and day services you can consider for your young adult – everything from a job (full or part time, and with/without a job coach), to volunteer work, to a supervised work crew, to a sheltered workshop employment, to adult day programming. A combination of activities is also often used. There are agencies within each state that provide services in these areas. The programs and services offered vary not only by state but also by localities within each state, and the services offered also often vary from agency to agency.

Some agencies provide both employment/day programming and residential services, while others provide only one – meaning the person and family may have to deal with two sets of providers. One other aspect of your child's day to consider is to find physical activity (exercise) for your child to do each day. Many local recreation centers offer programs for people with varying abilities or they will include your child into their regular programming.

Successful jobs/days can be maximized by:

- ❖ Spending the time to find the right job/activity for the day, including the length of time and time of day
- ❖ Finding the right mix of jobs/activities for the week
- ❖ Finding “natural supports” at a job
- ❖ Finding dedicated and caring people willing to work with your child and learn about Fragile X
- ❖ Ongoing family involvement and advocacy
- ❖ Keeping your child active and engaged in the world around him or her

Daily Activities at Work

Daily activities that you do at work

I **go to work** at 8.45am every morning.

I usually **drive to work**.

I always **check my emails** when I get to work, but I don't always **reply** to them immediately.

I **take a taxi** or **a train** if I have a **lunch meeting**. I never **take the bus** because it is too slow.

When I am at my desk I usually **work on the computer**, even during **morning tea**.

At 1pm most days I **have lunch**.

At 3pm we have **afternoon tea**, and that is when we usually talk and eat cake.

When you are in the office you probably have a lot of papers. It is important for you to **file your papers**, and so that you can find them again you need to **organise your files**.

When I work I have to **make telephone calls**. If an important issue happens I ask my secretary to **organise a meeting**.

Once a month I **report to my boss**, but maybe you have to report to your boss more often. I usually **write a document** that my boss can read

Daily activities that you do at home

I **wake up** at 7am every morning.

I **press the snooze button** five times every morning before I **turn off the alarm** and **get up**.

I **have a cup of coffee** and **make breakfast**. I usually **read the newspaper** while I **have breakfast**. My children like to **have a shower** after they have breakfast but I like to have a shower before I **get dressed**.

My wife **brushes her long hair**, and I have short hair so I **comb my hair**. How do you **do your hair** in the morning?

It is important to **brush your teeth**, and some women like to **put make-up on**.

After I have finished work, I **go home** to **cook dinner**. In my house I usually **make dinner**.

The family eat dinner together at 7:30pm.

After dinner I make sure that my children **do their homework**, and then I **chill out on the sofa** and **watch television**.

On television I usually **watch the News**. My wife usually comes to tell me to **take the rubbish out**, or **wash the dishes**.

Our children **feed the dog and the cat** before they **go to bed** and I tell them to **go to the bathroom** too.

If I am sick I have to **take my medication**, but then I **get into my pyjamas** and **set the alarm** so I wake up in the morning.

The last things I do is **lock the door**, **turn off the lights**, and **go to bed**.

other daily activities that you do

I **exercise** at least three times a week.

I usually **go to the gym** before work, but sometimes I go after work.

I **meditate** every morning so that I feel less stressed during the day.

Sajian Contoh

Complete the sentences.

Job interview - Qualities

-Interviewer: What are your main (.....)?

-Lisa: I consider myself an autonomous and proactive person. I have an (.....) mind, I enjoy solving problems and I take (.....) in finding innovative and pragmatic ideas. Therefore, my clients and my boss say that I am very reliable.

-Interviewer: How do you (.....) your work?

-Lisa: I am good at time management. It is in my nature to be well-organised, and I believe that my current job has emphasised this feature because a good consultant needs to be rigorous. I even tend to be a little bit of a (.....) !

-Interviewer: How do you (.....) with other people?

-Lisa: Even though I am able to work on my own, I am a good team player and I have good (.....) skills. I enjoy sharing points of view with my co-workers. I am (.....) . I currently manage five people, and it is going well. I am understanding with them; I help build a

pleasant and (.....) work atmosphere. But in exchange I require a lot of energy (.....), and (.....) ideas from them.

-Interviewer: How do you (.....) with pressure?

-Lisa: Unfortunately, I often meet pressure on my assignments... But I am quite good at remaining calm under pressure. I confess that if there is no pressure at all for a long period, I get (.....) .

-Interviewer: Well, I am very impressed! You seem to have the (.....) qualifications, experience and personality to fit with this job and our company. However, I would like you to tell me about your (.....) now.

Keys answer

- a. Interact
- b. Relaxed
- c. Enquiring
- d. Fresh
- e. Pride
- f. Good-natured
- g. Diligence
- h. Organise
- i. Qualities
- j. Cope
- k. Relevant
- l. Interpersonal
- m. Bored
- n. Short comings
- o. Perfectionist

Complete the sentences.

Daily activities

Soal Latihan

1. Every day, I (.....) when my alarm clock rings.

2. I immediately (.....) because I'm usually hungry!
3. So, I go to the kitchen and I (.....).
4. As the clock strikes seven, I go to the bathroom to (.....) .
5. Then, I (.....) in my bedroom.
6. I go back to the bathroom and I (.....) some make up.
7. Before putting on some lipstick, I always (.....) .
8. I'm almost ready now, but I (.....) before I go out of the bathroom.
9. Then, I go to my study, and I take my (.....) and my laptop.
10. It's seven thirty: I'm ready (.....) home.

BAB XI

Tujuan Umum Pembelajaran

Peserta Didik mampu:

Memperagakan ungkapan yang berhubungan dengan EXPERIENCES IN ONE'S LIFE secara tepat.

Uraian Isi

Penjelasan Teori

A life well lived consists of a myriad of experiences. Goals, ideas, philosophies will appear, have their time with us, then morph into something new and different. There will be many destinations, departures, arrivals, countless thousands, no millions of details that cause a life to indeed be a complex event.

If we were to use the analogy of one's life as being a book, then it is safe to say this book will have many chapters. Author and philosopher Joseph Campbell said, "It is not until the later stages of one's life that you look back and see that each experience has a symmetry and reason and fits perfectly into the fabric of your life."

This is indeed true, but do we need to wait till the closing chapters of our life to understand this strange unfolding of our life? Might we not be better served by understanding earlier the nature of some of the hidden laws that weave themselves throughout the fabric of our lives? The answer is of course yes, but where does one look?

To live life as a mythic journey (rather than a bewildering experience) one learns to look at and trust the unknown. Each of us holds the answers to our life's questions. All secrets, truths and laws will be revealed to the sincere seeker. Learn well the truths of your own being, as well as the dynamics of how life unfolds, and you will be well served.

The Law of Constant Change: Everything in life is in the process of becoming something else.

From subatomic particles that collide with one another and re-form into something else in one hundredth of a second, to giant galaxies that will burn out in another billion years or so, everything changes. So too in the trajectory of our lives; our health, our relationships, our finances, our place of residence, our careers, our spiritual understanding, our beliefs, our most cherished principles, all are presently changing, and will continue to go through numerous changes. It is the Law of Constant Change manifesting in our life. There is no arrival. Or to be more exact, one arrives at one point only to immediately leave for another. There is no stability, only movement. Yet most people live their lives focusing on some arrival point. The happy marriage, financial security, a fulfilling career, abundant health, spiritual awakening. However, all the above are not only arrival points, but departure points as well.

Understanding this is the key to a fulfilling life, for we need to constantly realign ourselves toward enjoying the journey and embracing change as the vehicle of that journey. The acceptance and understanding of The Law of Constant Change forever at work in our lives necessitates (you guessed it) some changes in how we live and view our lives. Since change is a constant, then we should embrace it, not fight it. Welcome change as a guest, even if this guest is a complete stranger. To make oneself comfortable with change is to make oneself comfortable with life.

We should also understand clearly the importance of initiating the change ourselves through free will. If life cannot and will not remain the same, then why not be the initiator of the changes, rather than letting life impose the changes upon us with some crisis. This is not to say that we can avoid crisis and unknown factors showing up unannounced in our lives, but these will undoubtedly be less frequent and dramatic if we form the habit of initiating change regularly.

Read the Signs and Act

When a marriage goes bad it doesn't happen overnight. There were signs. Poor Health? Again, it's unlikely that it came like a thief in the night, although it can come like that too. But chances are that your choices and actions have helped bring the poor health to you.

Financial problems don't appear out of thin air; there are patterns in one's life that attract them. Learn to read the signs and act. Be fearless in initiating change, and don't be afraid to close chapters in your life. A life is made up of many chapters. Chapters need to be closed before new ones appear. Close the chapter of being overweight and sluggish. Close the chapter of struggling financially. Close the chapter of being angry with a parent or hurt by a sibling.

Chapters can in fact be closed and opened with the ease of a decision. Any decision backed by action will create change in your life, and change is almost always good if we are the initiators, and we initiate after looking within.

One can never be absolute and there are exceptions to every rule, but in a general sense a life that incorporates and welcomes change is a life that will be interesting and fulfilling. Sometimes the need for change announces itself like a cannon shot. A fortieth birthday party where you suddenly realize that your life is not what you wanted and there is still time to do what is important to you. Thank goodness for the midlife crisis. While never enjoyable, they almost always shake us up enough to allow us to view our life in an uncensored way. A life-threatening illness, a marriage break-up, a bankruptcy or termination of your job is a life calling for change and action. While often unpleasant and forced upon us, accepting the concept of change as good and necessary helps us welcome the challenge as beneficial for the overall unfolding of our life.

But these are the dramatic examples. More often the alarm clock, if it rings at all, is a collection of small clues. Sometimes it is absences as much as presences that provide a clue that something is not right, and a change is required.

BAB XII

Tujuan Umum Pembelajaran

Peserta Didik mampu:

1. Memperagakan ungkapan yang berhubungan dengan PHONE CALLS AND PLANS secara tepat.

Mencatat pesan yang diterima lewat telepon. (Reported Speech)

Uraian Isi

Making contact :

- I'd like to speak to
- I'm trying to contact

Understanding reported speech

- Direct speech: "I like ice cream".
- Reported speech: She **says** she **likes** ice cream.

Penjelasan Teori

Phone Calls

Making contact :

- Hello / Good morning / Good afternoon ...
- This is John Brown speaking
- Could I speak to please?
- I'd like to speak to
- I'm trying to contact

Giving more
information:

- I'm calling from Tokyo / Paris / New York / Sydney ...
- I'm calling on behalf of Mr. X ...

Taking a call :	• X speaking. • Can I help you?
Asking for a name / information :	• Who's calling please? • Who's speaking? • Where are you calling from? • Are you sure you have the right number / name?
Asking the caller to wait :	• Hold the line please. • Could you hold on please? • Just a moment please.
Connecting :	• Thank you for holding. • The line's free now ... I'll put you through. • I'll connect you now / I'm connecting you now.
Giving negative information :	• I'm afraid the line's engaged. Could you call back later? • I'm afraid he's in a meeting at the moment. • I'm sorry. He's out of the office today. / He isn't in at the moment. • I'm afraid we don't have a Mr./Mrs./Ms/Miss. ... here • I'm sorry. There's nobody here by that name. • Sorry. I think you've dialled the wrong number./ I'm afraid you've got the wrong number.
Telephone problems :	• The line is very bad ... Could you speak up please? • Could you repeat that please? • I'm afraid I can't hear you. • Sorry. I didn't catch that. Could you say it again please?

Leaving /

- Can I leave / take a message?

Taking a message :

- Would you like to leave a message?
- Could you give him/her a message?
- Could you ask him/her to call me back?
- Could you tell him/her that I called?
- Could you give me your name please?
- Could you spell that please?
- What's your number please?

Soal latihan

English exercise "On the phone and prepositions"

Jenny, why don't you give Clara a ring and ask her (.....) send us some brochures?

You're right. I should call her. I am sure she will (.....) help us. She is so helpful and efficient!

Good morning, Deborah Singer speaking.

Good morning, this is Jenny Parker. May I speak (.....) Clara Field, please?

Please hold (.....) a second. I will check if she is (.....) available. (...)

I am sorry, but she is right now. Can I take a message?

Yes, please. My company is attending next week's trade show in Toronto, and we would be interested (.....) receiving one hundred brochures of your catalogue. Could you please tell Clara when she is back?

Of course. Hang (.....) a minute...

Oh! You are (.....) luck. I think she is back in her office.

I will put you (.....).

Great! Thank (.....) you very much. Have a nice day!

Hello, Clara Field speaking. Who's speaking?

Hi Clara, this is Jenny. Am I disturbing (.....) you?

Hi Jenny. It is a pleasure to hear from you! What can I do (.....) you?

Well, we are participating in the exhibition in Toronto, and we need some brochures (.....) you.

No problem! How many booklets do you need?

Oh, I'd say (.....) one hundred.

Alright, I will ask Deborah to send you the documents ASAP by express post.

Thank you so much, Clara.

You're welcome, Jenny. Thank you (.....) calling!

Thank you! Have a good day!

You too! Bye...

Key words

1. In
2. About
3. For
4. To
5. –
6. On
7. From
8. Away
9. Trough

Expressing plans

Lasmi and Wandu have already graduated from high school. They talk about Wandu's future plans.

Wandu : Lasmi, I've got a new job! I'm going to live in Jakarta!

Lasmi : Are you? Oh, I lived in Jakarta five years ago.

Wandu : Do you like it?

Lasmi : Not very much.

Wandu : Why not? Can you explain, please?

Lasmi : Well, there are too many people, and there is too much noise.

Wandi : Oh, I love crowds and noise!

Lasmi : And I don't like pollution.

Wandi : What do you mean?

Lasmi : There isn't enough fresh air in jakarta.

Wandi : But, there are lot parks.

Lasmi : Yes, I know....and people sleep in them!

Wandi : Why?

Lasmi : Because there isn't enough accomodation, there are not flats and houses.

Wandi : well, I still hope that I can live there.

Lasmi : But why?

Wandi : I was born in small country village. It was too quiet.

Lasmi : You were lucky!

Wandi : I don't think so. There wasn't much to do. That's why young people go to jakarta.

Lasmi : Jakarta's too expensive for young people.

Wandi : But they still go, they want excitement.

Lasmi : Hmmm,,,,I don't want excitement.

Wandi : So, what kind of place do you intend to live?

Lasmi : I just want a quiet life that's all. But where you're going to live there?

Wandi : I'm planning to rent a flat with some friends.

Soal latihan

Answer the following questions based the sentences !

1) Who are planning to live in Jakarta?

Answer.....

2) Does dewi know much about Jakarta? How did she know?

Answer.....

3) Why do young people want to live in Jakarta?

Answer.....

4) Where is Lasmi probably going to live?

Answer.....

5) Explain the differences between a big city and a country village based on the dialogue?

Answer.....

Understanding reported speech

- Direct speech: "I like ice cream".
- Reported speech: She **says** she **likes** ice cream.

We don't need to change the tense, though probably we do need to change the 'person' from 'I' to 'she', for example. We also may need to change words like 'my' and 'your'.

But, if the reporting verb is in the past tense, then usually we change the tenses in the reported speech:

- Direct speech: "I like ice cream".
- Reported speech: She **said** she **liked** ice cream.

Sajian Contoh

- Direct speech: "I like ice cream".
- Reported speech: She **said** she **liked** ice cream.

Soal Latihan

Complete the sentences in reported speech.

John said, "I love this town."

John said

"Do you like soccer ?" He asked me.

He asked me

"I can't drive a lorry," he said.

He said

"Be nice to your brother," he said.

He asked me

"Don't be nasty," he said.

He urged me

"Don't waste your money" she said.

She told the boys

"What have you decided to do?" she asked him.

She asked him

"I always wake up early," he said.

He said

"You should revise your lessons," he said.

He advised the students

"Where were you born?" he asked me.

He wanted to know

BAB XIII

Tujuan Umum Pembelajaran

Peserta Didik mampu:

1. Memperagakan ungkapan yang berhubungan dengan SERVING AND HANDLING GUESTS secara tepat.
2. Menyebutkan ungkapan yang berhubungan dengan MAKING COMPLAINTS.
Menyebutkan ungkapan yang berhubungan dengan GIVING INVITATION.

Uraian Isi

Penjelasan Teori

Conversation About Serving and Handling

In Hotel and Restaurant

In hotel

Hotel receptionist : good morning, sir? Can I help you?

Guest 1 : good morning. Can I get a room in the hotel, please?

Hotel receptionist : have you made a advance booking, sir?

Guest 1 : I'm afraid I haven't done any room reservation. I tried to do hotel online booking. I believe that hotel reservation software was not working then.

Hotel receptionist : what kind of a room do you want, sir? A double room or single room?

Guest 1 : a single room, please.

Hotel receptionist : ok, I just need you to fill in this form, please. Do you want breakfast?

Guest 1 : yes, please.

Hotel receptionist : breakfast is from 7 to 10 each morning in the dining room. Here is your key. Your room number is 6661, on the sixty-sixth floor. Enjoy your stay.

Guest 1 : thank you. Em....very far away. I hope it will not go up stairs.

Guest 1 : damn... what the hell you doing? Where your eyes?

Guest 2 : I'm so sorry...I do not accidentally...hi...are you guest 1?

Guest 1 : em....who are you? What we never met?

Guest 2 : yes, of course. You are my old friend. I'm guest 2.

Guest 1 : yeah, I remember. What are you doing here?

Guest 2 : of course stay at the hotel..

Guest 1 : hahaha...I know that. What you have registered?

Guest 2 : not yet, what can you wait for me?

Guest 1 : of course, I'll wait you.

Guest 2 : thank you.

Guest 2 : I'd like a single room, for two nights, please.

Hotel receptionist : ok, I just need you to fill in the form, please. Do you want breakfast?

Guest 2 : yes, please.

Hotel receptionist :breakfast is from 7 to 10 each morning in the dining room. Here is your key. Your room number is 1, on the second floor. Enjoy your stay.

Guest 2 : sorry, could I adjacent to her room?

Hotel receptionist : please wait, you are very lucky, we have a room near her room.

Guest 2 : thank you.

Guest 2 : I'm sorry a little long.

Guest 1 : that's ok.

Guest 2 : good, come on, we are already booked into room.

Guest 1 : of course.

In the restaurant

Waiter 1 : good morning gentlemen. Welcome to our restaurant.

Guest 1 : good morning too.

Waiter 1 : that would be our pleasure to serve you. Where would like to sit sir?

Guest 2 : what about that table?

Guest 1 : I think there comfortably.

Guest 2 : OK, I want the table number 10.

Waiter 1 : yes of course, you can sit on that table. Would you mind to follow me?

Guest 1 : yes, we would. Come on, guest 2 !

Guest 2 : ok. Why do not we eat after clearing the goods?

Guest 1 : of course, I'm very hungry.

Guest 2 : see you again.

Guest 1 : see you.

Choice the correct word!

1. Are you (*prepared/ready*) to order?
2. The soup of the (*day/special*) is "Cream of Broccoli."
3. Our (*specials/deals*) are listed on the board.
4. I (*recommend/request*) the vegetarian chili.

5. We can (*substitute/subtract*) the bacon for cheese, if you like. (= We can give you cheese instead of bacon)
6. I'll be right (*back/return*) with your drinks.
7. This meal consists of three courses - soup, the (*main/prime*) course, and dessert.
8. The chicken (*comes/arrives*) with your choice of rice or potatoes.
9. I'm sorry, we're fully/completely (*booked/baked*) (= we have no free tables) right now.
10. If you would like, you can wait at the bar until a table (*opens/comes*) up. (= becomes available).

Complaining - Talking about Complaints

What are complaints?

Complaints are expressions of "displeasure or annoyance" in response to an action that is seen by the speaker as unfavorable. Suppose you want to complain about the pizza you have just ordered because it's too salty, what are the expressions needed to express and respond to complaints?

Complaining:

Here are expressions you can use when complaining:

- I have a complaint to make. ...
- Sorry to bother you but...
- I'm sorry to say this but...
- I'm afraid I've got a complaint about...
- I'm afraid there is a slight problem with...
- Excuse me but there is a problem about...
- I want to complain about...
- I'm angry about...

Examples:

I have a complaint to make.	Your pizza is just too salty.
I'm sorry to say this but	your food is inedible.
1. I'm afraid I've got a complaint about your child. He's too noisy . 2. I'm afraid there is a slight problem with the service in this hotel. 3. Excuse me but you are standing on my foot. 4. I want to complain about the noise you are making. 5. I'm angry about the way you treat me.	

Responding to complaints**Positive response to complaints:**

- I'm so sorry, but this will never occur / happen again.
- I'm sorry, we promise never to do the same mistake again.
- I'm really sorry; we'll do our utmost/best not to do the same mistake again.

Negative response to complaints:

- Sorry there is nothing we can do about it.
- I'm afraid, there isn't much we can do about it.
- We are sorry but the food is just alright.

Things to remember about complaints:

When expressing a complaint in English, it helps to be polite. Although **"I'm angry about your pizza. It's too salty"** is one possible way of expressing a complaint, it is considered too rude and you'd better use more polite expressions if you want to get what you want!

Soal latihan

Practice the dialogue then answer the questions

Complaining - a faulty TV

A : Good afternoon, can I help you?

B : I hope so. I bought this television here about three months ago, but the sound and picture quality are awful. The picture is always flickering and there's a dark line down the left-hand side of the screen. And there's an annoying hissing sound in the background.

A : Do you have an outdoor antenna?

B : Yes, I do.

A : Have you tried adjusting the antenna?

B : Several times.

A : Hmmmmm. I'll get our engineers to have a look at it.

B : A friend of mine bought the same model here and had exactly the same problems. I want a refund.

A : I'm afraid it isn't our policy to give refunds, sir.

B : I want to see the manager.

A bad holiday

A : Good morning, can I help you?

B : I'd like to make a complaint about my holiday in Hawaii last week.

A : I'm sorry to hear that. What exactly was the problem?

B : First of all the bus taking us to the hotel broke down and we had to wait for over two hours in the sweltering heat before a replacement arrived. Then when we got to the hotel we found our room hadn't been cleaned.

A : Oh dear, did you complain to the hotel staff?

B : Of course, but we were told all the chambermaids were off duty. Anyway, that's not all. The people in the room above sounded like they were having all-night parties, every night. I demanded another room but the receptionist told me the hotel was full.

A : Oh, I see.

B : And to cap it all the food in the hotel restaurant was awful. It was so bad we had to eat out all the time despite having paid for meals in the price of our holiday.

A : I do apologize. I'd like to offer you a 20% discount on the price of one of our Autumn breaks as a gesture of goodwill.

B : A 20% discount, you must be joking. I want to see the manager.

Task 1

i) You had beef curry at the Grand Hotel a couple of evenings ago. That night you had stomach ache, sickness and diarrhea. The doctor said you had food poisoning. You're feeling better now and have gone back to the hotel to complain.

ii) You bought a used car from Micky's Motors three months ago. Since then your car has needed a new exhaust and gearbox. Both of these were fitted by Micky's under the car's warranty. Yesterday the brakes failed and you almost had an accident. You want a refund.

iii) You recently moved to a new home. Ron's removals moved your furniture. The removal men smashed an antique vase. You can't find your family photo album though you're sure you packed it.

Make conversations!

Task 2

Now we put new vocabulary into context, so you can see how you might use these terms yourself. The expressions are in (.....) in the text.

If the goods are (.....), storage costs will arise.

The goods haven't (.....) yet and we need them urgently.

If you want to (.....) we have a form to help you do this – available from our helpline.

Responding to (.....) can be a very sensitive matter.

When(.....), it is important to know all of the facts and to respond to the complaint in a timely and tactful manner.

Ask for details of the name or job title of the person who will be handling your complaint and for details of the firm's (.....).

Four drums that were shipped by airplane were (.....).

The manufacturer and others involved in the chain of commerce involving the products that caused the injury are often liable for injuries (.....) products cause.

If the goods are (.....), we should be notified within three working days and then the goods in question returned to the warehouse, where a credit note will be issued.

The appearance defect which renders the unit (.....) to any customer. For example, the packing is severely damaged, a wrong brand name, and packaging and/or product has water marks as a result of exposure to rain.

All orders containing (.....) must be delivered within two days of leaving our warehouse.

This is simply to ensure that the products do not spoil in the shipping process.

Words:

Damaged; handling complaints; complain in writing ; defective; complaint letters; perishable products; complaints procedure; unsaleable; arrived; boldface; delayed; below standard;

Expression giving invitation

Generally all of us have activities that need to attended by others. So you have to invite them to come and join. You might invite them orally (informal) or writing (formal). It's depend on situation where are you at the day. Might be you met your friend when you were jogging, you invite them to come and join for lunch/dinner/birthday party/ etc orally (informal

Here are the examples of giving invitation :

- Could you come to my party ?
- Would you mind coming over on Saturday night ?
- Would you like to come to my birthday party on ?
- How about going out for lunch to gather this afternoon ?
- I'd like you to ?
- Can you ?
- How would you like to ?
- Would you like to come to my place for dinner tonight, please ?
- Why don't you join me for lunch/ dinner ?
- I'd like to invite you to see our *school/factory/office/* while you're in *Bali/etc?*
- Would you come with me to the cinema tomorrow ?
- etc.

Responses invitation

- Thank you for your invitation I'll happy to *come/join/dinner/lunch/etc.*
- That's very kind of you.
- That sound wonderful, I'll happy to *come/ join/ etc.*
- I'd love to go with you.
- Certainly, I'd love to *go/ come/ join/ etc.*
- etc.

But if you ***refuse/decline*** an invitation, remember to thank the person for the invitation and give a reason for refuse/decline. You don't need to give a detailed reason, it's just a general reason.

Below are responses if you ***refuse/decline*** an invitation :

- Thank you but I'm sorry, I'm affraid I can't...
- Thank you for your invitation but I don't think I can make it.
- I'd love to but I can't. I have other plans.
- That's very kind of you, but I'm affraid my schedule is booked up all *next week/ nex Sunday/ tomorrow/ Saturday night/ etc.*
- I'm sorry, but I have other plans. Thank you anyway.
- I'd like to, but tomorrow I would prefer to stay at home.

Definition of invitation is ask someone to join or come the aim is to invite someone to our activities the type of invitation of situation the used based on :

1. Who are the object?
2. Where does the situation take place?

3. What are to topics talking about?

Example of invitation :

Dear Rio

I want you to come to my house for lunch on Sunday at 12.00 am

Thanks..

Mona

Tata bahasa :

I want you to.....

Don't forget to.....

Ungkapan baku :

Ungkapan pembuka

- Dear
- Hi

Ungkapan penutup

- Yours
- Love

Soal Latihan

Read the text below !

To Dewa

12/11/2012

Hi, are you ok in there ?

Please come to nani's house tomorrow at 6.30 pm. We will have to small party. (Rani's Birthday) remember and don't miss it!

Nani

Questions :

1. Who write the invitation?
2. What kind of party is it?
3. When will the party be held?
4. Does Nani celebrate her birthday?
5. What is the purpose of the text?

BAB XIV

Tujuan Umum Pembelajaran

Peserta Didik mampu:

Memperagakan ungkapan yang berhubungan dengan DESCRIBING SOMEBODY'S HABITS secara tepat.

Uraian Isi

Penjelasan Teori

Habit

Habit It is hard to stop doing something you have always done. " would mean that this is your usual behavior. It might be good or bad. However, the phrase doesn't carry the notion that you feel a compulsion to do something, as "habit" does.

Example

1. I spend a lot of time...
2. I (often) tend to...
3. You'll always find me...
4. I always make a point of...
5. Whenever I get the chance, I...
6. I have a habit of..
7. I'm always...

Example in sentences

1. My sister has always worked as a teacher
2. The thing I like about Joe is that he's always staying calm in stressful situations.
3. Rose Loves parties. She is always the first to arrive and the last to leave.

BAB XV

Tujuan Umum Pembelajaran

Peserta Didik mampu:

- Mengemukakan ungkapan tentang kegiatan masa lampau (DESCRIBING AND TELLING PAST EVENTS) dengan benar.
- 3. Menggunakan ungkapan untuk mengemukakan kegiatan di masa datang dalam tense yang benar (FUTURE TENSE).

Uraian Isi

Penjelasan Teori

Expressing the future in English

If you talk to a linguist, he or she may tell you that there is no such thing as the “future tense” as far as the English language is concerned! We only have two groups of tenses; those that refer to events in past time, and those that talk about the present or the future. But let's not split hairs; for all practical purposes, English like other languages has future tenses: one of these is identical to the present tense, and the other is formed using modal auxiliaries.

1. The present tense used as a future tense

Very often, we use a present tense in English to talk about future events: look at this short dialogue:

“Where **are you going** next summer?”

“We’re **staying** at home. I’m **working** all summer!”

“Oh what a pity. **Don’t** you even get a week off?”

“Well perhaps; we **may go** to Wales for a couple of days.”

Although this dialogue clearly refers to the **future**, the verbs are all in forms of the present. There is no “**will**”, no “**going to**”.

This does not mean that using a clear future tense would be wrong; it would be possible to add the words going to to stress the future nature of events (remembering that going to is actually the present progressive tense of go .)

“Where **are** you **going to go** this summer?”

“We’re **going to stay** at home; I’m **going to work** all summer.”

“Oh what a pity. **Aren’t** you even **going to get** a week off?”

“Well perhaps; maybe **we’ll go** to Wales”

But in most cases, this would sound **heavy**.

Present forms are the simplest way of expressing future time in many cases: the **present progressive** often expresses non-defined time in the future, the **present simple** refers to instant defined moments in time, or events that will occur regularly.

4. The future with "will" or "going to"

A “future” with **will** is used to imply a **deliberate predetermined action** .

Look at this dialogue:

“**Are you coming** home tonight, darling?”

“Yes; my plane **gets** in at 8.15.”

“O.K. then, I’ll **meet** you at the airport.”.

A future form with **will** is also needed whenever it is necessary to avoid confusion between present and future (for example when there is no adverb of time present)

Compare:

I see / I’ll see - I’m there / I’ll be there

Will and going to ARE NOT USED...

a) With modal verbs **can, could, must, should, would**.

If it is essential to mark the future aspect of a modal structure, it is necessary to use **have to** instead of **must**, and **be able to** instead of **can**, as in:

You'll **have to** do better next time (but you could also say: You **must** do better next time.)

➤ See also: **can, could, must, should**,

b) in time clauses after **if, when, as soon as, unless, after, before, while** etc.

We'll **have** a picnic tomorrow if it's dry.

Open the door as soon as you **hear** the bell.

I'll **tell** you the rest of the story when we **get** home.

Sajian Contoh

Soal Latihan

Last night was hard. There was a blackout as well as a robbery. People in Smithville were upset. But what were they doing when the lights went out? A man (wash) the dishes while his wife (give) her baby a bath. A blonde woman (wash) her clothes. Another woman (watch) TV with her husband and their children (do) their homework. A young man didn't realise the lights went out because he (listen) to music on his mp3 player. But why did the lights go out? The director of the power company claims that there was a blackout because it (rain) heavily but it is said that they (have) a party and they (not watch) the controls. One of the reporters, Bob, (wash) the dishes and Dorris, his wife, (have) a bath. Jackie, Bob's colleague, (work) in the building. Now let's talk about the robbery. Burglars broke into all the appartments in the building when all the tenants were out. But what (they/do)? One of the tenants (wash) his

clothes and a woman (visit) a friend. Another woman (have) a picnic at the beach and a man (play) tennis in the park. Two men (attend) a football game and a blonde woman (visit) her grandchildren. What a night!

BAB XVI

Tujuan Umum Pembelajaran

Mempelajari ungkapan yang berhubungan dengan HOBBIES AND INTERESTS secara tepat.

Uraian Isi

Penjelasan Teori

Expressing Hobbies and interesting

Untuk menyatakan tentang hobby dan minat (**Hobbies and interesting**) dalam Bahasa Inggris kita menggunakan ungkapan-ungkapan seperti contoh di bawah ini :

What do you like to do in your spare time ?

I like

Watching TV

Spare time

By the way

Do you have a hobby ?

Do you like traveling

I travel a lot

Do you have special interest ?

I spend my time on

What are your hobbies ?

I'm interested in ...

Untuk lebih memahami ungkapan-ungkapan tersebut di atas pahamiilah percakapan di bawah ini :

You : What do like to do in your spare time ?

Joana : I like reading books or watching TV

You : What do teenagers in the USA do in their spare time ?

Mila : Watching TV or sport

You : By the way, do you have a hobby ?

Zola : Playing basketball

You : Do you like traveling ?

Diana : Yes I do, I travel a lot

You : Do you have a special interest ?

Mila : Yes, I;m interested in collecting old money

You : What are your hobbies ?

Lidia : Traveling and hanging out (nongkrong)

Example of talking about hobby and intereset 1

Hi! My name is Tom.

I'm twelve years old.

I live in Madrid.

I like doing karate after school.It's fun.

I learn how to fight and defend myself.

In the summer vacation, I go with the kids from my karate club to a carate camp. We learn karate and have fun together.

Every year there is a karate competition in Madrid.
Last year I went to the competition and won a gold medal.
The only problem with karate is that you work hard and
you are tired! I don't want to be tired!

Example of talking about hobby and interest 2

Hi! I'm Roberto.

I'm eleven years old. I come from Brazil.

I don't like sport very much, and I'm not very good at it.

I like music. My hobby is playing the guitar.

Sometimes I play at concerts with other kids.

The only problem that my big brother plays the guitar too,
and there is only one guitar in the house.

He doesn't want me to give the guitar.

He wants it all the time! It's a problem!

Last month a famous rock singer came to Brazil, and I went to the concert with my brother.
It was cool!

Example of talking about hobby and interest 3

Hi! My name is Maria.

I'm eleven years old.

I come from Rome. I draw pictures.

I draw all the time.

I draw things for my friends: greeting cards and posters.

Sometimes I draw in class, but my teacher doesn't want me to draw. She wants me to listen
to her. So I have a problem. But I love art lessons!

Last week I went to the art museum and saw some famous pictures. It was great!

Drawing is fun.

It's easy: you need paper and pencils.

Example of talking about hobby and interest 4

Hi! My name is Rita.

I'm twelve years old and I live in Israel.

I love dancing. It's my favorite hobby.

I don't like ballet, but I like salsa. I go to salsa lessons after school. The teacher is really good!

At the end of the year, we had a salsa show. We had a lot of fun, and everyone said we were very good. We made a lot of money from the tickets.

The money is to help sick children.

Dancing takes lots of time.

Sometimes I don't have time for my homework.

And I want to watch television, but I don't have time.

That's my biggest problem.

Task 1

Sajian Contoh

Maria danced in a show (wrong).

Soal Latihan

Answer the questions with (right or wrong) based on the dialogue above!

- | | |
|--------------------------------------|--|
| 1. Tom works hard (....). | 9. Maria speaks Italian (....). |
| 2. Rita doesn't like salsa (....). | 10. Tom has a camp in the winter (....). |
| 3. Maria is twelve years old (....). | 11. Mari doesn't have any problems (....). |
| 4. Tom won a silver medal (....). | 12. Roberto likes television (....). |
| 5. Roberto lives in Brazil (....). | 13. Tom thinks karate is fun (....). |
| 6. Maria was in the museum (....). | 14. The concert wasn't cool (....). |

7.Rita has a bd teacher (....).

15.Roberto's hobby is sport (....).

8.Roberto has two brothers (....).

Task 2

Sajian contoh

Maria and Roberto (doesn't) like sport.

Answer the questions with (does/doesn't) based on the dialogue above!

1. Rita (....) like drawing.
2. Tom and Rita (....) live in U.S.A.
3. Roberto (....) have a sister.
4. I (....) have time for homework.
5. Rita (....) like ballet.

Task 3

Complete Present your work in the class.

	<u>Age</u>	<u>Place</u>	<u>Activity</u>	<u>Good Things</u>	<u>Problems</u>
Tom					
Rita					
Maria					
Roberto					

BAB XVII

Tujuan Umum Pembelajaran

Peserta Didik mampu:

1. Siswa mampu menyimak, menguasai pengetahuan dan keterampilan ungkapan yang berhubungan dengan penanganan dan pemesanan tempat.
2. Siswa mampu mengungkapkan dan merespon ungkapan yang berhubungan dengan kegiatan yang sedang akan terjadi.
3. Siswa mampu membaca, meringkas, dan menjawab pertanyaan monolog yang berisi tentang informasi umum dengan intonasi yang baik dan benar.
4. Siswa mampu menjawab, mengisi, dan menulis kembali monolog yang muncul pada situasi kerja tertentu dalam bentuk ringkasan singkat.

Uraian Isi

1. Expressions of Making and Handling Reservation.

Making a reservation	Handling a reservation
I'd like to check in.	Yes, here's your reservation.
Can I reserve a table for two for dinner?	Sorry, I am afraid to inform you that all our tables have been booked.
I am going to book a double room this weekend.	I'm sorry to inform you that all our rooms have been reserved.
I would like to reserve a single ticket to Jakarta.	Certainly. When would you like to go sir?

2. Future Perfect Tense :

- Mr. Purwanto will have been managing this section for three years by the end of this year.
- The order will have arrived at the harbor by the first of next month.
- By the time you arrive at the hospital, Mr. John will already have been operated on.

3. General information :

- Short dialogue.
- Simple letter.

4. Penggunaan bentuk kalimat persamaan (The Same Meaning)

- What is your opinion? = What are you thinking about?
- Do you mind if I smoke here = Will it disturb you?
- What's up? = What's the matter?

5. Present Perfect Tense :

- They haven't prepared the presentation yet.
- Have you ever travelled in a helicopter?
- I have never been in a helicopter.

6. The passive voice in the present perfect tense :

- They are well-trained workers. → The workers have been well trained.
- He is a Moscow-educated manager. → The manager has been educated in Moscow.
- John has made the reservation. → The reservations have been made.

Penjelasan Teori

Making a Reservation

Checking availability

Do you have any vacancies?

From what date?

For how many nights?

How long will you be staying for?

one night

two nights

a week

a fortnight (*US English: two weeks*)

what sort of room would you like?

I'd like a ...

single room

double room

twin room

triple room

suite

I'd like a room with ...

an en-suite bathroom

a bath

a shower

a view

a sea view

a balcony

I'd like ...

half board

full board

could we have an extra bed?

Discussing terms

what's the price per night?

is breakfast included?

that's a bit more than I wanted to pay

can you offer me any discount?

have you got anything ...?

cheaper

bigger

quieter

could I see the room?

Making the booking

OK, I'll take it

I'd like to make a reservation

what's your name, please?

could I take your name?

can I take your ...?

credit card number

telephone number

what time will you be arriving?

Things you might see

Vacancies

No vacancies

Handling Reservation

The Customer Service in Handling Reservation, we should:

- used the customer's name minimum 2 times during the call
- lead the conversation
- avoided extended silences (no more than 2 periods over 5 sec.
- was speaking clearly
- was speaking at appropriate volume
- was polite (no jargon or slang)
- used pleased and thank you at least once each
- did not put the caller on hold more than once and no longer than 2'
- caller is given a reason before being put on hold

- caller is asked permission before being put on hold
- caller is thanked for holding

GREETING

Good Morning/Afternoon/Evening, Thank you for calling (Reservation), (Name) Speaking, how may I assist you?

IDENTIFYING NEEDS

May I have your name, please ? Is this booking for yourself ? (If for guest),

May I have the name of the guest please ?

Have you (your guest) stayed in Hotel Training before?

May I have the arrival date ?

For how many night would like to stay ?

How many people will be staying in the room ?

Are there any children traveling ? (if yes) : What's the age of the child ?

Would you prefer queen size bed or two twin bed ?

Would you prefer smoking or non smoking room ?

Are you traveling on business or for leisure/holiday ? (if for leisure):

Would you prefer the rate with breakfast or without breakfast ? (if yes) our breakfast time is ,,, am until ,,, am every morning (if for business):

May I have your company name please ?

Are you holding the loyalty membership ?

SELLING INITIATIVE / RECOMMENDATION

We do have Suite room, Deluxe, Executive, and Superior, Normally our rate for Suite is Rp.million, for Deluxe is Rp. for Executive is Rp. and for Superior is Rp., However for this month, we have special rate Only Rp... for Suite room, Rp... for Deluxe room, Rp... for Executive, and Rp... for Superior room and all rate are already included tax and service 21% For facilities in our hotel we have a swimming pool and complete fitness center, cable TV, restaurant and bar, 24 hours room service, comprehensive banquet with its 30 to 1500

capacity, business center, parking lot for 300 cars, drugstore, massage rooms, and 24 hours wireless internet service. For facilities in our rooms we have minibar, complimentary tea and coffee, and standing shower bathroom, however at Suite room bathtub and private safe deposit box provided.

How does it sound to you ?

Would like me to make reservation for you ?

DOCUMENTATION

May I have your phone number please ?

Would you like to guarantee your reservation ? (if yes) May I have your credit card detail please ? And for information, one night cancellation fee is applied in case of No Show, and should you like to cancel your reservation, one day notice prior to arrival date is required (if no) We shall hold your reservation until 6pm in evening, and released automatically, May I know what time you will be arriving in hotel ? And our check-in time is ,,,pm and check-out time is,,,pm in the noon. Would like me to arrange pick-up service for you ?

RECAP

Thank you for your information, now I would like to repeat your reservation, guest name..ci date co date..room type..room rate..cc detail..phone number.

Is everything correct, Mr/Ms..? And Mr/Ms..your confirmation number is..Would like me to sent the confirmation letter to you ?

FAREWELL

Is there anything more I can do for you, Mr/Ms..? Thank you for calling Hotel Training, have a nice day, good bye

And the conversation standard to Handling Reservation, we should use these script below:

Contoh soal

MAKING AND HANDLING RESERVATIONS



1. What do you see in the picture?
2. Who are they?
3. Where are they?
4. Have you ever made a reservation?
5. When and what did you reserve?
6. What do you say when you want to make a reservation?
 - a. At hotel
 - b. At restaurant
 - c. At the airport
 - d. At the train station
7. What do you say when you handle a reservation?

- a. At hotel
- b. At restaurant
- c. At the airport
- d. At the train station

LISTENING

Activity 1. Listen to the conversation and then complete the missing words or phrases below!

A: Shogun Restaurant.

B: Hi, to make a dinner reservation.

A: Of course, what evening will you beus on?

B: We will need the reservation for

A: What time would you like the reservation for?

B: We would prefer or

A: How many will you need the reservation for?

B: There will be of us.

A: Fine, I can seat you at 7:00 on Tuesday, if you would kindly give me

B: Thank you. The last name is

A: See you at 7:00 this Tuesday, Mr. Foster.

B: Thank you so much. I your help.

Activity 2. Complete the missing words or phrases while listening to the conversation!

1. Can ... you, Mr. Bambang?
2. I ... to reserve a single room for two nights.
3. Could you ... date?

4. I need for April 3rd and 4th 2012.
5. May ... your full name and address?
6. May I ... your telephone number?
7. 085....
8. By the way, what isfor two rooms for two night
9. Rupiah ..., plus.....
- 10.You are

Activity 3. Answer the following questions!

1. What kind of room does he want to reserve?
2. How long will he book the room?
3. How much is the room rate a night?
4. How much is the tax?
5. Where is Mr.Bambang's address?

BAB XVIII

Future continuous & Future perfect

The **future continuous** (will be + 'ing' form) and the **future perfect** (will have + past participle) tenses are used to talk about events in the future.

Future continuous

- *Don't ring at 8 o'clock. I'll be watching Who Wants to be a Millionaire.*
- *This time tomorrow we'll be sitting on the beach. I can't wait!*

We use the future continuous to talk about something that will be in progress at or around a time in the future.

- *Don't phone grandma now, she'll be having dinner.*
- *The kids are very quiet. They'll be doing something wrong, I know it!*

These sentences are not about the future but we can use the future continuous to talk about what we *assume* is happening at the moment.

Future Perfect

- *Do you think you will have finished it by next Thursday?*
- *In 5 years time I'll have finished university and I'll be able to earn some money at last.*

We use the future perfect to say that something will be finished by a particular time in the future.

We often use the future perfect with '**by**' or '**in**'

- *I think astronauts will have landed on Mars by the year 2020.*
- *I'll have finished in an hour and then you can use the computer.*

‘**By**’ means ‘*not later than a particular time*’ and ‘**in**’ means ‘*within a period of time*’. We don’t know exactly when something will finish.

- *I promise I’ll have done all the work by next Saturday.*
- We don’t know *exactly* when he will finish the work – maybe Thursday, maybe Friday – but definitely before Saturday.

Contoh soal

Future Perfect Positive

Make the future perfect:

1. By 10 pm tonight, I (**’ll have finished**) (finish) this report.
 2. By 10 pm tonight, we (.....) (have) dinner.
 3. By 10 pm tonight, she (.....) (leave) Paris.
 4. By 10 pm tonight, John (.....) (meet) Lucy.
 5. By 10 pm tonight, they (.....) (take) the exam.
 6. (.....) (you/finish) the report by the deadline?
 7. When (.....) (we/do) everything?
 8. You (.....) (read) the book before the next class.
 9. We (....) (be) in London for three years next week.
 10. (....) (she/get) home by lunch time?
-
1. This time tomorrow, Maria (**will be sunbathing**) on a beach in Majorca. (sunbathe)
 2. Wake me up by nine o'clock - I (**will have slept**) long enough by then. (sleep)
 3. Look, I can give you a lift to the station - I that way anyway. (drive)
 4. It's strange that when we get to Sydney, we (.....) way round the world. (fly)
 5. Don't phone me between 7 and 8. (.....) We dinner then. (have)
 6. Phone me after 8 o'clock. We (.....) dinner by then. (finish)
 7. Tomorrow afternoon we're going to play tennis from 3 o'clock until 4.30. So at 4 o'clock, we (.....) tennis. (play)
 8. Do you think you (.....) the same job in ten years' time? (still/do)

9. By the time you get home I (.....) the house from top to bottom. (clean)
10. Tom is on holiday and he is spending his money very quickly. If he continues like this, he (.....) all his money before the end of his holiday. (spend)

A Short Dialogue from "I Am That"

Questioner: Sir, have you any wants or wishes. Can I do anything for you?

Maharaj: What can you give me that I do not have? Material things are needed for contentment. But I am contented with myself. What else do I need?

Questioner: Surely, when you are hungry you need food and when sick you need medicine.

Maharaj: Hunger brings the food and illness brings the medicine. It is all nature's work.

Questioner: If I bring something I believe you need, will you accept it?

Maharaj: The love that made you offer will make me accept.

Questioner: If somebody offers to build you a beautiful Ashram?

Maharaj: Let him, by all means. Let him spend a fortune, employ hundreds, feed thousands.

Questioner: Is it not a desire?

Maharaj: Not at all. I am only asking him to do it properly, not stingily, halfheartedly. He is fulfilling his own desire, not mine. Let him do it well and be famous among men and gods.

Questioner: But do you want it?

Maharaj: I do not want it.

Questioner: Will you accept it?

Maharaj: I don't need it.

Questioner: Will you stay in it?

Maharaj: If I am compelled.

Questioner: What can compel you?

Maharaj: Love of those who are in search of light....

Questioner: Can you give us the taste of the experience of self-realization?

Maharaj: Take the whole of it! It is there for the asking. But you do not ask. Even when you ask, you do not take. Find out what prevents you from taking.

Questioner: I know what prevents --- my ego.

Maharaj: Then get busy with your ego --- leave me alone. As long as you are locked up within your mind, my state is beyond your grasp.

Questioner: I find I have no more questions to ask.

Maharaj: Were you really at war with your ego, you would had put many more questions. You are short of questions because you are not really interested. At present you are moved by the pleasure-pain principle which is the ego. You are going along with the ego, you are not fighting it. You are not even aware how totally you are swayed by personal considerations. A man should be always in revolt against himself, for the ego, like a crooked mirror, narrows down and distorts. It is the worst of all the tyrants, it dominates you absolutely.

Questioner: When there is no "I" who is free?

Maharaj: The world is free of a mighty nuisance. Good enough.

Questioner: Good for whom?

Maharaj: Good for everybody. It is like rope stretched across the street, it snarls up the traffic. Rolled up, it is there as mere identity, useful when needed. Freedom from the ego-self is the fruit of self-enquiry

Questioner: There was a time when I was most displeased with myself. Now I have met my teacher and I am at peace, after having surrendered myself to him completely. *Maharaj:* If you watch your daily life you will see that you have surrendered nothing. You have merely added the word "surrender" to your vocabulary and made your Guru into a peg to hang your problems on.

Contoh soal

Read the dialogue examples and complete them with the correct options.

1.

Peter

Have you started your research project for management class?

Martin

Well, I have decided on a topic, but haven't actually started the research yet.

Peter

Martin

I know. Actually, I went to the library yesterday, but wasn't sure where to look.

A) Didn't you hear what the professor said yesterday?

B) I will also write about motivation. Will this be a problem for you?

C) I guess we should get started today, so shall we head to the library now?

D) You are late. You don't have that much time to complete the paper.

E) If you want to find books on that subject, why don't you try the card catalogue?

Betty

It's summertime. I thought people only took trips to Crested Butte in the winter, for skiing.

Wilma

2.

Betty

Like what?

Wilma

It's great for hiking. Or, if you don't feel like traveling on foot, you can rent horses or mountain bikes.

A) I just can't believe we are going to Colorado.

B) It is a great place to go in the summer, too. There are lots to do.

C) This trip next week to Crested Butte is going to be fantastic, isn't it?

D) Could we get very far on a mountain bike if the hills are very steep?

E) Okay, then. If you don't want to go there, we could go somewhere else.

3.

Carla

How much of a tip should we leave?

Sally

No more than a dollar.

Carla

Sally

No, not at all. The service was slow and the soup was cold.

A) Why do you say that? Wouldn't it be too little?

B) They didn't offer us coffee, either.

C) How about leaving nothing? I wasn't satisfied with it.

D) Instead of leaving a tip, I think we should complain to manager.

E) If I were you, I wouldn't leave that amount.

4.

Jane

Alice was so angry when the toaster that she bought didn't work.

Judy

She certainly was.

Jane

Judy

She made the company refund her money.

A) She should have examined it thoroughly before she bought it.

B) She always acts too quickly and gets into trouble.

C) What did she do when she found out?

D) Why didn't they take it back?

E) Is the new one working better?

5.

Tim

Were you able to get some sleep last night? I know you were really tired.

Amy

Tim

Oh, really. What was the problem?

Amy

I was disturbed by the noisy traffic.

A) Thanks, I slept soundly as soon as I went to bed.

B) The NBA fans were everywhere making a lot of noise with their cars' horns.

- C) I was going to do that, but some of my friends popped in to have coffee.
- D) I have been having this problem for a long time, so I'd better take some sleeping pills.
- E) Well, actually I was able to sleep only a little bit.

Simple Letter Agreement for the Transfer of Materials

In response to recipient's request for the material, the provider asks that the recipient and the recipient scientist agree to the following before the recipient receives the material:

1. the above material is the property of the provider and is made available as a service to the research community.
2. this material is not for use in human subjects.
3. the material will be used for teaching or not-for-profit research purposes only.
4. the material will not be further distributed to others without the provider's written consent. the recipient shall refer any request for the material to the provider. to the extent supplies are available, the provider or the provider scientist agree to make the material available, under a separate simple letter agreement to other scientists for teaching or not-for-profit research purposes only.
5. the recipient agrees to acknowledge the source of the material in any publications reporting use of it.
6. any material delivered pursuant to this agreement is understood to be experimental in nature and may have hazardous properties. the provider makes no representations and extends no warranties of any kind, either expressed or implied. there are no express or implied warranties of merchantability or fitness for a particular purpose, or that the use of the material will not infringe any patent, copyright, trademark, or other proprietary rights. unless prohibited by law, recipient assumes all liability for claims for damages against it by third parties which may arise from the use, storage or disposal of the material except that, to the extent permitted by law, the provider shall be liable to the recipient when the damage is caused by the gross negligence or willful misconduct of the provider.
7. the recipient agrees to use the material in compliance with all applicable statutes and regulations.

8. the material is provided at no cost, or with an optional transmittal fee solely to reimburse the provider for its preparation and distribution costs. if a fee is requested, the amount will be indicated here: _____ the provider, recipient and recipient scientist must sign both copies of this letter and return one signed copy to the provider. the provider will then send the material.

Sample Letter Format

Company Name

Company Address

Date of Letter

Recipient's name

Recipient's title

Recipient's company

Recipient's company address

Recipient's Name:

People read business letters quickly. Therefore, get to the point in the first paragraph--the first sentence, if possible. In other words, state what you want up front.

Single space your letters and use a serif typeface. Skip a line between paragraphs. Because people read business letters quickly, use shorter sentences and paragraphs than you would in a longer document. Sentences should average fewer than twenty words, and paragraphs should average fewer than seven lines.

Space your letter on the page so that it does not crowd the top. However, if possible, keep your letter to one page. Second pages often are not read. Send copies to anyone whose name you mention in the letter or who would be directly affected by the letter.

Final paragraphs should tell readers what you want them to do or what you will do for them.

Sincerely,

Signature

Name

Enclosure

cc: Name to receive copy

Contoh soal

What would you write at the end of a letter ?

English exercise "Writing letters" matching the word with the sentences!

- | | |
|---|---------------------|
| 1. A letter for your boy/girlfriend (....) | a. Yours Faithfully |
| 2. A letter for your friends (....) | b. With Best Wishes |
| 3. A letter for your parents (....) | c. With Love |
| 4. A letter for just an acquaintance (....) | d. Yours Sincerely |
| 5. If you don't know the name of the addressee (....) | e. Love To All |

Letter to friends

DEAR JANIS AND OLIVIER,

IT'S BEEN A LONG TIME SINCE WE LAST MET, SO I PROPOSE WE SHOULD SEE EACH OTHER BY THE END OF THE MONTH.

I AM COMING TO BORDEAUX FOR A FORTNIGHT STAY BECAUSE I WANT TO VISIT MY RELATIVES WHOM I HAVE NOT SEEN FOR LONG. I'LL BE THERE FROM THE 15TH OF FEBRUARY TO THE 2ND OF MARCH.

MY FRIEND DAVID TOLD ME HE HAD FOUND A NICE RESTAURANT WHICH SERVES LOCAL FOOD AT GOOD PRICE. IF YOU WANT I CAN BOOK A TABLE.

THEN MAYBE WE COULD GO AND SEE THE EXHIBITION ABOUT HOGARTH IN THE AFTERNOON, I KNOW YOU BOTH ENJOY ART AND I HAVE TO WRITE A PAPER ON IT.

IF YOU STILL HAVE ENERGY IN THE EVENING, MY FRIEND TOM WHO IS HOLDING A TEA-ROOM IN THE OLD TOWN OFFERS US TO TASTE HIS LAST SPECIALITIES.

IT WOULD BE GREAT IF YOU COULD MAKE HIS ACQUAINTANCE, HE IS VERY FRIENDLY AND WELCOMING.

PLEASE CALL AS SOON AS YOU RECEIVE THIS LETTER SO THAT WE'LL BE ABLE TO SET A DATE THAT MIGHT SUIT EVERYONE.

TAKE CARE.
ELIZABETH

BOB BRIDG
SCRIPT : BABYSCOTS
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Answer the questions based on the letter picture!

1. Who wrote this letter ?
2. This couple of friends has been living?
3. How long has she planned her stay over there?
4. In which season ?
5. She suggests to have a lunch?
6. What would she like to do after?
7. Why ? Because...
8. Who is holding a tea-room?
9. Where is the tea-room situated ?
10. Elisabeth's friends will give her their answer

BAB XX

The same meaning

Basic Definitions

a word having the same or nearly the same meaning as another in the language, as happy, joyful, elated. A dictionary of synonyms and antonyms (or opposites), such as Thesaurus.com, is called a thesaurus.

When we start talking about words with multiple meanings, there are some basic definitions that we need to discuss first. Those definitions are the ones attached to homonyms, homophones, and homographs.

- Homonyms are words which have the same spelling and pronunciation, but have different meanings.
- Homophones are words which have the same pronunciation, but different spellings and meanings.
- Homographs are words that are spelt the same, but have different pronunciations and meanings.

Since the topic of words with multiple meanings is so broad, we will cover examples from each of these three unique areas. What follows are lists of homonyms, homophones, and homographs, and an explanation as to why each word belongs in that category if it is not apparent from the spellings.

Homonyms

- crane: That bird is a crane./They had to use a crane to lift the object./She had to crane her neck to see the movie.
- date: Her favorite fruit to eat is a date./Joe took Alexandria out on a date.
- engaged: They got engaged on March 7th./The students were very engaged in the presentation.

- foil: Please wrap the sandwich in foil./They learned about the role of a dramatic foil in English class.
- leaves: The children love to play in the leaves./They do not like when their father leaves for work.
- net: What was your net gain for the year?/Crabbing is easier if you bring a net along.
- point: The pencil has a sharp point./It is not polite to point at people.
- right: You were right./Make a right turn at the light.
- rose: My favorite flower is a rose./He quickly rose from his seat.
- type: He can type over 100 words per minute./That dress is really not her type.

Homophones

- pale/pail
- ate/eight
- alter/altar
- band/banned
- buy/bye/by
- red/read
- blew/blue
- boar/bore
- canon/cannon
- coarse/course
- fair/fare
- genes/jeans
- foul/fowl
- grate/great
- in/inn
- hour/our
- knight/night
- no/know
- nose/knows

- maize/maze
- meddle/metal
- rain/reign
- sea/see
- role/roll
- their/there/theyre
- veil/vale

Homographs

- read: She is going to read the book later./He read the book last night.
- bass: They caught a bass./His voice belongs in the bass section.
- bow: She put a bow in her daughter's hair./Please bow down to the emperor.
- minute: That is only a minute problem./Wait a minute!
- learned: The class learned that information last week./He is a very learned individual.
- sewer: The rats crept through the sewer./She is a fine sewer.
- wound: They wound up the toy as soon as they got it./She received a wound from the punch.
- does: He does his homework every night./There were many does in the forest.
- wind: The wind swept up the leaves./Wind the clock up before you go to bed.
- sow: A sow is a female pig./We'll sow the seeds in springtime

soal latihan

Rewrite the sentences so that the meaning to be similar to the first sentence. Use the given words:

Eg. Spending a lot of time playing computer games is foolish.

to It is foolish to spend a lot of time playing computer games.

a) Our mother does not allow eating in my room.

eat .

b) The soup is so sour that I can't eat it.

too

c) They wanted to buy the house but it is too expensive for them.

enough

d) In the hospital smoking is not allowed.

smoke

e) Speaking with your mouth full is bad manners.

to

f) If someone wants to visit USA a visa is required.

must have

g) It's not necessary to go there if you don't want to.

needn't

h) "I'm sorry that I offended you!" she said to her friend.

apologise

BAB XXI

Present Perfect Tenses

Fungsi Present Perfect Tenses

a. Digunakan untuk menyatakan suatu kejadian di masa yang lampau tanpa menyebutkan waktu yang khusus (tertentu).

Ex:

(+) I have gone to school

(-) I have not gone to school

(?) Have I gone to school?

b. Digunakan untuk menyatakan suatu perbuatan di masa lampau dan kegiatan masih berlangsung sampai saat ini.

Ex:

(+) I have learned in the 2 Mei school since 2000

(-) I have not learned in the 2 Mei school since 2000

(?) Have I learned in the 2 Mei school since 2000?

c. Digunakan untuk menyatakan suatu perbuatan yang baru saja telah terjadi.

Ex:

(+) I have just read my book

(-) I have not just read my book

(?) Have I just read my book?

Time Signal

1. Already

Ex: have had breakfast already

2. Three Times

Ex: I have been drink medicine three times a day

3. Finally

Ex: finally, He has started to finally

Active and Passive Voice – Present Perfect Tense

Active sentences in the present perfect tense have the following structure:

Subject + has/have + past participle form of the verb + object

Passive sentences in the present perfect tense have the following structure:

Object of the active sentence + has/have + been + past participle form of the verb + by + subject of the active sentence

Changing an assertive sentence into the passive

Active: I **have written** a story.

Passive: A story **has been written** by me.

Active: They **have built** a house.

Passive: A house **has been built** by them.

Active: He **has broken** my window.

Passive: My window **has been broken** by him.

Active: I **have placed** an order for a digital camera.

Passive: An order for a digital camera **has been placed** by me.

Active: She **has done** her work.

Passive: Her work **has been done** by her.

Changing a negative sentence into the passive

Active: I **have not received** a telegram.

Passive: A telegram **has not been received** by me.

Active: She **has not written** a story.

Passive: A story **has not been written** by her.

Active: She **has not cheated** anybody.

Passive: Nobody **has been cheated** by her.

Changing an interrogative sentence into the passive

Passive forms of these sentences will begin with **has** or **have**. When the active sentence begins with a question word (e.g. when, where, which, why etc.), the passive sentence will also begin with a question word. When the active sentence begins with **who** or **whose** the passive sentence will begin with **by whom** or **by whose**. When the active sentence begins with **whom**, the passive sentence will begin with **who**.

Active: **Have** you **kept** the secret?

Passive: **Has** the secret **been kept** by you?

Active: Who **has done** this?

Passive: **By whom has** this **been done**?

Active: **Why have** you **told** a lie?

Passive: Why **has** a lie **been told** by you?

Active: **Who has torn** my book?

Passive: **By whom has** my book **been torn**?

Active: **Have you written** the letter?

Passive: **Has** the letter **been written** by you?

Active: **Has** the policeman **caught** the thief?

Passive: **Has** the thief **been caught** by the policeman?

Active: **Has** the postal department **released** a new stamp?

Passive: **Has** a new stamp **been released** by the postal department?

Sajian Contoh

Soal Latihan

Using the words in parentheses, complete the text below with the appropriate tenses

ke the movie "Star Wars?"

B: I don't know. I (see, never) _____ that movie.

2. Sam (arrive) _____ in San Diego a week ago.

end and I (know) _____ each other for over fifteen years. We still get together once a week.

4. Stinson is a fantastic writer. He (write) _____ ten very creative short stories in the last year. One day, he'll be as famous as Hemingway.

5. I (have, not) _____ this much fun since I (be) _____ a kid.

6. Things (change) _____ a great deal at Coltech, Inc. When we first (start) _____ working here three years ago, the company (have, only) _____ six employees. Since then, we (expand) _____ to include more than 2000 full-time workers.

7. I (tell) _____ him to stay on the path while he was hiking, but he (wander) _____ off into the forest and (be) _____ bitten by a snake.

8. Listen Donna, I don't care if you (miss) _____ the bus this morning. You (be) _____ late to work too many times. You are fired!

9. Sam is from Colorado, which is hundreds of miles from the coast, so he (see, never) _____ the ocean. He should come with us to Miami.

10. How sad! George (dream) _____ of going to California before he died, but he didn't make it. He (see, never) _____ the ocean.

11. In the last hundred years, traveling (become) _____ much easier and very

he 19th century, it (take) two or three months to cross North America by covered wagon. The trip (be) very rough and often dangerous. Things (change) a great deal in the last hundred and fifty years. Now you can fly from New York to Los Angeles in a matter of hours.

12. Jonny, I can't believe how much you (change) since the last time I (see) you. You (grow) at least a foot!

13. This tree (be) planted by the settlers who (found) our city over four hundred years ago.

14. This mountain (be, never) climbed by anyone. Several mountaineers (try) to reach the top, but nobody (succeed, ever). The climb is extremely difficult and many people (die) trying to reach the summit.

15. I (visit, never) Africa, but I (travel) to South America several times. The last time I (go) to South America, I (visit) Brazil and Peru. I (spend) two weeks in the Amazon, (hike) for a week near Machu Picchu, and (fly) over the Nazca Lines.

BAB XXII

Tujuan Umum Pembelajaran

Peserta Didik mampu:

1. Menyimak dan mengidentifikasi ungkapan yang berhubungan dengan penanganan keluhan.
2. Memperagakan ungkapan yang berhubungan dengan kemungkinan.
3. Menyimpulkan kalimat berdasarkan sesuatu yang masuk akal.
4. Menjawab pertanyaan mengenai isi monolog.

Uraian Isi

1. Complaining.

Expressions	Responses
I'm afraid I have to make a complaint. I think there's something wrong with my computer.	I'm sorry. I'll get someone to check it for you.
There may have been a misunderstanding about the holiday plan.	Sorry to hear that. I'll check it soon.

2. Expressing Probability and Possibility :

Probability
• It's probable that we will be on vacation at that time. • They will probably come late to the party. • I definitely won't go to her house.
Possibility
• We may be able to help you. • There could be a mouse in your house. • Indonesia might host the World Cup 2020, we never know.

3. Reading Text :

- Dialogue in the office (Hilton Travel Agent).

- Letter of complaint (Letters of complaint from customers).
4. Relevant Vocabulary
 5. The using of Punctuation (Tanda Baca)

Penjelasan Teori

Complaining - Talking about Complaints

What are complaints?

Complaints are expressions of "displeasure or annoyance" in response to an action that is seen by the speaker as unfavorable. Suppose you want to complain about the pizza you have just ordered because it's too salty, what are the expressions needed to express and respond to complaints?

Complaining:

Here are expressions you can use when complaining:

- I have a complaint to make. ...
- Sorry to bother you but...
- I'm sorry to say this but...
- I'm afraid I've got a complaint about...
- I'm afraid there is a slight problem with...
- Excuse me but there is a problem about...
- I want to complain about...
- I'm angry about...

Examples:

I have a complaint to make.	Your pizza is just too salty.
-----------------------------	-------------------------------

I'm sorry to say this but	your food is inedible.
1. I'm afraid I've got a complaint about your child. He's too noisy . 2. I'm afraid there is a slight problem with the service in this hotel. 3. Excuse me but you are standing on my foot. 4. I want to complain about the noise you are making. 5. I'm angry about the way you treat me.	

Responding to complaints

Positive response to complaints:

- I'm so sorry, but this will never occur / happen again.
- I'm sorry, we promise never to do the same mistake again.
- I'm really sorry; we'll do our utmost/best not to do the same mistake again.

Negative response to complaints:

- Sorry there is nothing we can do about it.
- I'm afraid, there isn't much we can do about it.
- We are sorry but the food is just alright.

Things to remember about complaints:

When expressing a complaint in English, it helps to be polite. Although **"I'm angry about your pizza. It's too salty"** is one possible way of expressing a complaint, it is

considered too rude and you'd better use more polite expressions if you want to get what you want!

Soal latihan

Email of Complaint

Below is a definition/description of each of the words/phrases in **bold** from the above text. Now choose the word/phrase from the question's selection box which you believe answers each question. Only use one word/phrase once.

1. A formal way of saying that you understand their situation, but you still want to complain, is
2. Another way to say that something is causing damage to your business, is
3. When you tell a person to do something before or on a certain time or date, you say
4. A formal way of saying, 'if you don't fix this problem quickly', is
5. A formal way of saying 'but this hasn't happened', is
6. A formal way of saying you deserve something (like an answer or refund), is (.....)
7. A phrase used to introduce what the subject of the complaint is, is (.....)
8. A phrase used to connect two complaints together, like 'in addition', which includes the word 'worse', is (.....)
9. A phrase that threatens the person receiving the email with an unsaid consequence, is (.....)
11. A phrase used to connect two complaints together, like 'in addition', is (.....)

Possibility and Probability

To review the use of *may*, *might*, *could*, *must* and *can't* to express possibility and probability, to review the use of *may*, *might* and *could* when talking about possibility and probability in the future, to extend vocabulary for expressing probability.

Example:

She wears a wedding ring. ~ She must be married.

I don't know where Dad is. ~ He may be in the garden.

The sky looks cloudy. ~ It might rain.

Anna's too far behind. ~ She can't win the race.

I've bought a lottery ticket. ~ You could be a millionaire!

Expressing Probability and Possibility :

Probability
• It's probable that we will be on vacation at that time. • They will probably come late to the party. • I definitely won't go to her house.
Possibility
• We may be able to help you. • There could be a mouse in your house. • Indonesia might host the World Cup 2020, we never know.

Highlight the form modal + verb and clarify that *may*, *might* and *could* can be used to talk about possibility now or in the future. Highlight the negative forms of *may* and *might* = *may not* and *might, not / mightn't* (to say that is it possible that something won't happen e.g. I forgot to check. Ed might not know how to get here.).

Soal latihan

Modals of Possibility and Probability for Past Situations

Choose the correct modal to complete the sentence.

1. Look! Our car isn't in the driveway! Somebody _____
 - a. must be stealing it.
 - b. could have stolen it.
 - c. might have stolen it.
 - d. must have stolen it.
2. Paul's class starts at 8:30. It's 8:45 and he's not here yet. He _____
 - a. must have missed the bus.
 - b. must have been sick.
 - c. might have missed the bus.
 - d. must be sick.
3. My friend promised to pick me up at 7:00. It's now 7:25 and I don't see him. He _____
 - a. must have forgotten.
 - b. might be forgetting.
 - c. might have forgotten.
 - d. might forget.
4. Our son promised to clean his room, but it is still messy. He _____
 - a. can't clean it.
 - b. cannot clean it.
 - c. couldn't have cleaned it.
 - d. couldn't to have cleaned it.
5. I don't know why he hasn't called me back. He _____

- a. might be forgetting my number.
 - b. might have forgotten my number.
 - c. must have forgotten my number.
 - d. might forget my number.
6. My white shirt now has green streaks in it. I _____
- a. can't have washed it properly.
 - b. must to wash it properly.
 - c. must not have not washed it properly.
 - d. can't wash it properly.
7. My plants are dead. I _____
- a. can't have given them enough water.
 - b. must give them more water.
 - c. couldn't give them enough water.
 - d. can't not have given them enough water.
8. The twins have guilty expressions on their faces. They _____
- a. might do something naughty.
 - b. might have done something naughty.
 - c. must do something naughty.
 - d. must have done something naughty.
9. The hockey player's injury kept him out of the Stanley Cup Playoffs. He _____
- a. must have been disappointing.
 - b. must have been disappointed.
 - c. must have been disappointment.
 - d. might have been disappointed.

10. Betty said she was hungry, but she didn't eat very much after all. She _____
- a. couldn't have been hungry.
 - b. couldn't like the food.
 - c. can't like the food.
 - d. couldn't have liked the food.
11. His wife returned the sweater he bought her to the store. She _____
- a. must not have liked it.
 - b. may have liked it.
 - c. can't have liked it.
 - d. might not have liked it.
12. Steve starts work at 8:30. I phoned him at 8:00, but he didn't answer. He _____
- a. might leave for work.
 - b. might have to leave for work.
 - c. must have left for work.
 - d. can't have left for work.
13. My gloves were on the table when I went to the washroom, and now they are gone.
Somebody _____
- a. must have took them.
 - b. will have taken them.
 - c. might have taken them.
 - d. must have taken them.
14. Maggie had a date with her boyfriend last night, and today she is wearing an engagement ring. Her boyfriend _____
- a. could have asked her to marry him.
 - b. must have asked her to marry him.
 - c. might have asked her to marry him.
 - d. can have asked her to marry him.

15. I waved when I saw Betty in town yesterday afternoon, but she just kept on walking.
She _____
- a. can't have seen me.
 - b. can't have been seeing me.
 - c. musn't see me.
 - d. should not have seen me.
16. _____ He can't have studied.
- a. The student made a lot of mistakes on the quiz.
 - b. The students could make a lot of mistakes on the quiz.
 - c. The student makes a lot of mistakes on the quiz.
 - d. The students made a lot of mistakes on the quiz.
17. The DVD machine was on when I got up this morning. Somebody _____
- a. might have forgotten to turn it off.
 - b. must be forgetting to turn it off.
 - c. must have forgotten to turn it off.
 - d. could have forgotten to turn it off.
18. I wonder why our neighbours decided to move. They _____
- a. must have bought a new house.
 - b. can't have bought a new house.
 - c. might have bought a new house.
 - d. have bought a new house.
19. William has been sneezing and coughing a lot today. He _____
- a. might have caught a cold.
 - b. must have caught a cold.
 - c. might to catch a cold.
 - d. must to have caught a cold.
20. I don't know why Vivian didn't attend the staff meeting this afternoon. She _____
- a. might be too busy.
 - b. may have been too busy.
 - c. might not have been too busy.
 - d. must have been too busy.

Dialogue in the office

Maria: That's great! Congratulations.

David: I'll need a desk and some cabinets. How many cabinets are there in your office?

Maria: I think there are four cabinets in my office.

David: And do you have any furniture in your office? I mean other than the chair at your desk

Maria: Oh yes, I've got a sofa and two comfortable armchairs.

David: Are there any tables in your office?

Maria: Yes, I've got a table in front of the sofa.

David: Is there a computer in your office?

Maria: Oh yes, I keep a laptop on my desk next to the phone.

David: Are there any flowers or plants in your office?

Maria: Yes, there are a few plants near the window.

David: Where's your sofa?

Maria: The sofa is in front of the window, between the two armchairs.

David: Thanks a lot for your help Janet. This gives me a good idea of how to arrange my office.

Maria: My pleasure. Good luck with your decorating!

Soal latihan

Dialogue : At the post office

J'aimerais envoyer cette lettre au Japon par avion, combien cela coûte-t-il?
I would like to send this letter to Japan by airmail, how much is the charge?

C'est 1.7€, voulez-vous d'autres timbres?
It's £1.2, do you need extra stamps?

En effet, j'attends par ailleurs un colis de New York. Voici ma carte d'identité et le récépissé.
I do, I've been also expecting a package from New-York. Here is my identity card and the receipt.

Voulez-vous signer le formulaire? Voici votre colis.
Would you mind signing this form? Here is the package.

Pour finir je souhaiterais envoyer ce pli en recommandé à Londres.
Finally, I would like to send this registered letter to London.

Remplissez l'adresse complète en lettres capitales.
Please fill in the complete address in capital letters .



English exercise "Dialogue : At the post office"

n brackets to build correct words. Click on the box to start again.

-I would like to send this **(LTERET)** to Japan by **(IAARLIM)** . How much is the charge? -It's £1.20, do you need **(MARXTSEAPTS)** ? (2 words - Space) -I do, I've been also expecting a **(GEAPKAC)** from New York. Here is my **(CATRIIDYNDTE)** (2 words - Space) and the **(EEITPRC)** . -Would you mind **(GGIINSN)** this **(RMOF)** ? Here is the package.

-Finally, I would like to send this **(TTDTEIREREELRSEG)** to London. (2 words - Space) -Please fill in the complete **(SADDRES)** in capital letters

Letters of complaint

Letters of complaint usually include the following stages:

1. Background
2. Problem - cause and effect
3. Solution
4. Warning (optional)
5. Closing

1. Background

This section describes the situation; e.g.

- I am writing to inform you that the goods we ordered from your company have not been supplied correctly.
- I attended your exhibition Sound Systems 2014 at the Fortune Hotel (22-25 January) and found it informative and interesting. Unfortunately, my enjoyment of the event was spoiled by a number of organisational problems.
- I am a shareholder of Sunshine Bank and I am very concerned regarding recent newspaper reports on the financial situation of the bank. Your company is listed as the auditor in the latest annual report of the bank, so I am writing to you to ask for an explanation of the following issues.
- I am writing to inform you of my dissatisfaction with the food and drinks at the 'European Restaurant' on 18 January this year.

2. Problem

Cause:

- On 23 May 2014 we placed an order with your firm for 12,000 ultra super long-life batteries. The consignment arrived yesterday but contained only 1,200 batteries.
- Firstly, I had difficulty in registering to attend the event. You set up an on-line registration facility, but I found the facility totally unworkable.

- You sent us an invoice for \$10,532, but did not deduct our usual 10% discount.
- We have found 16 spelling errors and 2 mis-labelled diagrams in the sample book.

Effect:

- This error put our firm in a difficult position, as we had to make some emergency purchases to fulfil our commitments to all our customers. This caused us considerable inconvenience.
- Even after spending several wasted hours trying to register in this way, the computer would not accept my application.
- I am therefore returning the invoice to you for correction.
- This large number of errors is unacceptable to our customers, and we are therefore unable to sell these books.

3. Solution

- I am writing to ask you to please make up the shortfall immediately and to ensure that such errors do not happen again.
- Could I please ask you to look into these matters.
- Please send us a corrected invoice for \$9,479
- I enclose a copy of the book with the errors highlighted. Please re-print the book and send it to us by next Friday.

4. Warning (optional)

- Otherwise, we may have to look elsewhere for our supplies.
- I'm afraid that if these conditions are not met, we may be forced to take legal action.
- If the outstanding fees are not paid by Monday, 9 June 2014, you will incur a 10% late payment fee.

5. Closing

- I look forward to receiving your explanation of these matters.
- I look forward to receiving your payment.
- I look forward to hearing from you shortly.

Politeness

The tone of complaint letters should not be aggressive or insulting, as this would annoy the reader and not encourage them to solve the problem. In addition, questions such as 'Why can't you get this right?' should not be included.

Content

- The content should contain enough details so that the receiver does not have to write back requesting more.
- Legal action is not normally threatened in the first letter of complaint, unless the situation is very serious.

Example letters

Fortune Goods 317 Orchard Road Singapore 30 May 2014 Attn: Mr David Choi Sales Manager Everlong Batteries 171 Choi Hung Road Hung Hom Hong Kong

Dear Mr Choi

Re. Order No. 768197

I am writing to inform you that the goods we ordered from your company have not been supplied correctly.

On 23 May 2014 we placed an order with your firm for 12,000 ultra super long-life batteries. The consignment arrived yesterday but contained only 1,200 batteries.

This error put our firm in a difficult position, as we had to make some emergency purchases to fulfil our commitments to all our customers. This caused us considerable inconvenience.

I am writing to ask you to please make up the shortfall immediately and to ensure that such errors do not happen again. Otherwise, we may have to look elsewhere for our supplies.

I look forward to hearing from you by return.

Yours sincerely

J. Wong

J. Wong
Purchasing Officer

Soal latihan

Exercise 1

Now we put new vocabulary into context, so you can see how you might use these terms yourself. The expressions are in (boldface) in the text.

If the goods are (delayed), storage costs will arise.

The goods haven't (.....) yet and we need them urgently.

If you want to (.....) we have a form to help you do this – available from our helpline.

Responding to (.....) can be a very sensitive matter.

When(.....), it is important to know all of the facts and to respond to the complaint in a timely and tactful manner.

Ask for details of the name or job title of the person who will be handling your complaint and for details of the firm's(.....).

Four drums that were shipped by airplane were (.....).

The manufacturer and others involved in the chain of commerce involving the products that caused the injury are often liable for injuries (.....)products cause.

If the goods are(.....), we should be notified within three working days and then the goods in question returned to the warehouse, where a credit note will be issued.

The appearance defect which renders the unit (.....) to any customer. For example, the packing is severely damaged, a wrong brand name, and packaging and/or product has water marks as a result of exposure to rain.

All orders containing (.....) must be delivered within two days of leaving our warehouse.

This is simply to ensure that the products do not spoil in the shipping process.

Exercise 2

You use different phrases in different situations. As you could see from the previous page there are different stages in dealing with a complaint and every stage needs special phrases to use.

Read the following phrases and try to decide if you use them when:

- **APOLOGIZING FOR INCONVENIENCE**
- **EXPLAINING WHAT HAPPENED**
- **EXPLAINING WHAT ACTION WILL BE TAKEN AND HOW SOON**

1. I'm very/ terribly sorry.....

Answer : I do apologize for the inconvenience

2. What seems to have happened is that ...

3. There's been a misunderstanding

4. We'll look into the matter and ...

5. I suggest that we ...

6. I'll see to it straightaway....

7. I do apologize for the inconvenience....

8. There seems to have been a problem, a mix-up....

BAB XXIII

Using Punctuation

Punctuations are symbols that are used in various languages to organize sentence structures, and indicate the vocal rhythm and emphasis of words, phrases, and sentences. The most commonly used punctuations in the English language are period, comma, colon, semicolon, apostrophe, question mark, exclamation mark, dash, hyphen, and parentheses.

1) **Period** [.]: The period is the most basic punctuation mark. Its function is to separate one sentence from another. It should be used at the end of a complete sentence.

- a) Paris is the capital of France.
- b) He was born in Hungary, but now he lives in England.

The period is also used to show that certain words are abbreviated.

- a) He works from 9 a.m. to 5 p.m.
- b) There are a lot of places to visit in the U.K.

2) **Comma** [,]: The comma is usually used to separate words, phrases, or part sentences.

- a) Mary bought a t-shirt, a pair of jeans, and a handbag.
- b) He came home, changed his clothes, and went out with his friends.
- c) When he was driving to work, he realized that he left his briefcase at home.

An insertion in a sentence has to be enclosed in commas.

- a) Queen Elizabeth II, the reigning queen of England, is making a royal visit to Australia.

Commas are also used after interjections such as “yes”, “no”, and “please”.

a) Yes, I think we have met before.

3) **Colon** [:]: The function of the colon is to expand a sentence and make it more elaborate.

For instance:

a) There are many different types of fruits in the basket: apples, pears, bananas, oranges, melons, and others.

b) One thing is for sure: he is not going to concede defeat.

4) **Semi-Colon** [;]: The semi-colon is used to combine two closely related sentences into one sentence when a period or a connecting word with a comma seems inappropriate.

a) I took the children to the zoo today; they haven't been there before.

b) This is the final test; every other requirement has been met.

Semi-colons are also applied in sentences that are already separated with commas.

a) David has three children, and they are Jane, who is seven years old; Bill, who is four years old; and Joseph, who is two years old.

5) **Apostrophe** [']: The apostrophe is usually used with an "s" to denote possession. When a noun does not end with the letter "s", the apostrophe has to be followed by an "s" ('s). For plural nouns or names that end with "s", only the apostrophe has to be added.

a) George's book

b) children's toys

c) people's lives

d) kings' treasures

e) James' mother

An apostrophe is also used to join two words together.

- a) It's raining.
- b) He wouldn't tell the truth.
- c) They aren't going to the mall.
- d) She'll never believe you.

6) **Question Mark** [?]: A question mark is used at the end of a sentence to indicate that a question is being asked.

- a) Are you leaving now?
- b) How are you going to solve the problem?

7) **Exclamation Mark** [!]: An exclamation mark is used to make a sentence more emphatic. It can indicate warning, excitement, astonishment, or disgust.

- a) Look out!
- b) Oh, my God!
- c) How wonderful!
- d) I hate you!
- e) That's fantastic!

8) **Dash** [-]: A dash is used to denote a pause or a change of thought in a sentence.

- a) The performance was impressive – a really great show.
- b) The necessary preparations – the food, costumes, and decoration – are all made.

c) The job was supposed to take only ten minutes – maybe even five – but he took half an hour to complete it.

9) **Hyphen [-]**: The hyphen is used with prefixes and suffixes for many different purposes.

a) re-enact

b) pre-war

c) anti-government

d) ex-husband

e) president-elect

f) self-improvement

g) multi-purpose

h) all-conquering

Hyphens are also used to create compound words and join numbers to express quantity.

a) father-in-law

b) stand-in

c) on-site

d) up-to-date

e) devil-may-care

f) twenty-two

g) fifty-eight

Hyphens can also join a number and a word. For example, 5minuteenglish will become 5-minute English.

10) **Parentheses** [()]: Parentheses are used to provide explanation, comments, translation, or include dates.

a) I went skydiving (which was my first time) with my friends last weekend.

b) The growth rate of the US population (currently about 300 million) is slowing down in recent years.

c) The town of Jerez is well-known for its bodegas (wine shops).

d) Thomas Edison (1847 – 1931) was a prolific American inventor.

Using Proper Capitalization

1. **Always start a sentence with a capital letter.** Unless you're an avant-garde poet, you will need to capitalize the first letter of every sentence without exception. Usually, the capitalized form of a letter is just a bigger version of that letter, though there are exceptions (such as "q" and "Q").

- Here is an example of proper capitalization at the beginning of a sentence:

She invited her friend over after school.

2. **Use capital letters to start proper nouns and titles.** In addition to starting sentences, capital letters should also be at the start of both proper nouns and titles. Proper nouns are the official names of specific people, places, and things. Titles, which are a type of proper noun, refer to the official names of works of art like books, movies, plays, and so on, and of institutions, geographical areas, and much more. Titles can also be honorifics (Her Majesty, Mr. President, etc.).

- Titles and proper nouns that are more than one word long should have every word capitalized, except for small words and articles like "the", "an", "and", etc. The first word of a title should be capitalized regardless of what it is.
- Here are a few examples of capital letters being used for proper nouns and titles:

*Genghis **K**han quickly became the most powerful man in **A**sia, if not the world.*

*In her opinion, **Q**ueen **R**oberta's favorite museum in the world is the **S**mithsonian, which she visited during her trip to **W**ashington, **D.C.**, last year.*

3. **Use capital letters for acronyms.** An acronym is a word formed from the first letter of every word in a long proper noun or title. Acronyms are frequently used to shorten long proper nouns that would be awkward to reprint in their entirety every time they are mentioned. Sometimes the letters of an acronym are separated by periods, though this is not always the case.

- Here is an example of acronyms made from capital letters:

*The **CIA** and the **NSA** are just two of the **USA**'s many intelligence agencies.*

Using End-of-Sentence Punctuation Marks

1. **Use a period (full stop) to end declarative sentences and statements.** Every sentence contains at least one punctuation mark - the one at its end. The most common of these sentence-ending punctuation marks is the period ("."), also called "full stop"). This simple dot is used to mark the end of a sentence that is *declarative*. The majority of sentences are declarative - any sentence that states a fact, explains an idea, or describes an idea, for instance, is declarative.

- Here is an example of a period (full stop) being used correctly at the end of a sentence:

The accessibility of the computer has increased tremendously over the past several years.

- 2. Use a question mark to end questions.** The question mark ("?"), used at the end of a sentence, denotes that the sentence was an interrogative sentence - basically, a question. Use this punctuation mark at the end of all your questions, queries, and inquiries.

- Here is an example of a question mark being used correctly at the end of a sentence:

What has humanity done about the growing concern of global warming?

- 3. Use an exclamation point to end exclamatory sentences.** The exclamation point ("!"), also called an "exclamation mark" or "shout mark") suggests excitement or strong emphasis in the preceding sentence. The exclamation point is also used, appropriately, to end exclamations - short expressions of intense emotion that are often only one word long.

- Here are two examples of an explanation point being used correctly at the end of a sentence:

I can't believe how difficult the exam was!

Eek! You scared me!

Using Commas

- 1. Use a comma to indicate a break or pause within a sentence.** The comma (",") is a very versatile punctuation mark - there are dozens of instances that might require you to use a comma in your writing. Perhaps the most frequent use of commas is to imply an appositive - a break within a sentence that supplements and adds information to the subject.

- Here is an example of commas being used to create a break in a sentence:

Bill Gates, CEO of Microsoft, is the developer of the operating system known as Windows.

2. **Use the comma when listing items in a series.** Another very common use for commas is to separate items that are being listed in sequence. Usually, commas are written between each of the items and between the second-to-last item and a conjunction.

- However, many writers omit the comma before the conjunction (called a Serial comma or "Oxford comma") as conjunctions like "and" can usually make the meaning of the list clear with or without the preceding comma.
- Here are two examples of commas used in listed series of items - one with an Oxford Comma and one without.

The fruit basket contained apples, bananas, and oranges.

The computer store was filled with video games, computer hardware and other electronic paraphernalia.

3. **Use a comma to separate two or more adjectives describing a noun.** Sometimes, multiple adjectives are used in a row to describe a single subject using multiple qualities. This usage of commas is somewhat similar to using commas to separate items in a series, with one exception - it is **incorrect** to place a comma after the final adjective.

- Here are examples of correct and incorrect comma usage when it comes to separating adjectives:

CORRECT - *The powerful, resonating sound caught our attention.*

INCORRECT - *The powerful, resonating, sound caught our attention.*

4. **Use a comma to separate one geographical area from another that is located inside.** Specific geographical places or areas are usually named by starting with the most precise location name and then proceeding outwards. For instance, you might refer to a specific

city by naming the city itself, followed by the state it is in, followed by the country, and so on. Each geographic descriptor is followed by a comma. Note that commas are also used *after* the final geographical area if the sentence continues.

- Here are two examples of correct comma usage when it comes to naming geographical areas:

I am originally from Hola, Tana River County, Kenya.

Los Angeles, CA, is one of the largest cities in the United States.

5. **Use a comma to separate an introductory phrase from the rest of the sentence.** An introductory phrase (which is usually one or more prepositional phrases) briefly introduces the sentence and provides context, but is not part of the sentence's subject or predicate. Therefore, it should be separated from the main clause by a comma.

- Here are two examples of sentences with introductory phrases separated from the rest of the sentence by commas:

After the show, John and I went out to dinner.

On the back of my couch, my cat's claws have slowly been carving a large hole.

6. **Use the comma to separate two independent clauses.** Having two independent clauses in a sentence simply means that you can split the sentence into two separate ones while preserving the original meaning. If your sentence contains two independent clauses that are separated by a conjunction (such as *and*, *as*, *but*, *for*, *nor*, *so*, or *yet*), place a comma before the conjunction.

- Here are two examples of sentences containing independent clauses:

Ryan went to the beach yesterday, but he forgot his sunscreen.

Water bills usually rise during the summer, as people are thirstier during hot and humid days.

7. **Use a comma when making a direct address.** When calling one's attention by saying their name at the start of a sentence, separate the person's name and the rest of the statement with a comma. Note that this comma is somewhat rare to encounter in writing because this is something that is normally only done while speaking. In writing, it's more common for the writer to indicate who is speaking to whom via other methods.

- Here is an example of a direct address:

Amber, could you come here for a moment?

8. **Use a comma to separate direct quotations from the sentence introducing them.** A comma should come after the last word *before* a quotation that is being introduced with via context or description provided by the rest of the sentence. On the other hand, it is **not** necessary to use a comma for an indirect quote - in other words, if you are paraphrasing a quote's meaning without recreating the precise wordage. Additionally, a comma is usually not necessary if you are not quoting an entire statement, but only a few words from it.

- Here is an example of a direct quotation that requires a comma:

While I was at his house, John asked, "Do you want anything to eat?"

- Here is an example of an indirect quotation that does not require a comma:

While I was at his house, John asked me if I wanted anything to eat.

- Here is an example of a *partial* direct quotation, which, due to its brevity and its use within the sentence, doesn't require a comma:

According to the client, the lawyer was "lazy and incompetent."

Using Colons and Semicolons

1. **Use a semicolon to separate two related but independent clauses.** The proper use of a semicolon is similar, but not identical, to that of a period. The semicolon marks the end of one independent clause and the start of another within a single sentence. Note that, if the two clauses are very wordy or complex, it is better to use a **period (full stop)** instead.

- Here's an example of a semicolon being used correctly:

People continue to worry about the future; our failure to conserve resources has put the world at risk.

2. **Use a semicolon to separate a complex series of items.** Usually, the items in a written list are separated by commas, but for lists in which one or more items require comment or explanation, semicolons can be used in conjunction with commas to keep the reader from becoming confused. Use semicolons to separate items and their explanations within the list from one another - to separate an item from its own explanation and vice versa, use a comma.

- Here's an example of semicolons being used correctly in a list whose meaning might otherwise be ambiguous:

I went to the show with Jake, my close friend; his friend, Jane; and her best friend, Jenna.

3. **Use the colon to introduce a list.** Be careful, however, not to use a colon when stating an idea that requires naming a **series** of items. The two are similar, but distinct. Usually, the words *following* or "below" suggest the use of a colon. Use only after a full sentence which ends in a noun.

- Here's an example of a colon being used correctly in this fashion:

The professor has given me three options: to retake the exam, to accept the extra credit assignment, or to fail the class.

- Here, on the other hand, is an **incorrect** example:

The Easter basket contained: Easter eggs, chocolate rabbits, and other candy.

4. **Use a colon to introduce a new concept or example.** Colons can also be used after a descriptive phrase or explanation to imply that the next piece of information will be the thing being described or explained. It can help to think of this as *introducing a list containing only one item*.

- Here's an example of a colon being used properly in this way:

There's only one person old enough to remember that wedding: grandma.

5. **Use a colon to separate parts of a title.** Some works of art, particularly books and movies, can have long, subdivided titles. In these cases, each title after the first is called a *subtitle*. Use colons at the end of each "part" of the title to separate each subtitle from the rest of the title.

- Here's an example of colons being used in this way to subdivide two lengthy titles:

Fred's favorite movie was The Lord of the Rings: The Fellowship of the Ring, though Stacy preferred its sequel, The Lord of the Rings: The Two Towers.

Part 5 of 8: Using Hyphens and Dashes

1. **Use a hyphen when adding a prefix to some words.** The purpose of this hyphen is to make the word easier to read. For instance, if you were to leave the hyphen out of a word like *re-examine*, it would be *reexamine*, which confuse readers. However, some words do not require a hyphen to separate the prefix from the word, such as *restate*, *pretest*, and *undo*. Let a dictionary be your guide for when to use the hyphen after a prefix.

- Here's an example of good hyphen usage:

Cara is his ex-girlfriend.

2. **Use hyphens when creating compound words from several smaller words.** If you've ever written about anything that's gold-plated, radar-equipped, or one-size-fits-all, you've used a hyphen in this way. To build a long, descriptive word out of two or more component words, use hyphens to separate the "pieces" from each other.

- Here's an example of a hyphen used to build a compound word:

The up-to-date newspaper reporters were quick to jump on the latest scandal.

3. **Use a hyphen when writing numbers out as words.** Separate the two words of any number under one hundred with a hyphen. Be careful with spelling out numbers above one hundred — if the number is used as an adjective, it is completely hyphenated, since all compound adjectives are hyphenated (*This is the one-hundredth episode.*). Otherwise, a hyphen should only occur if a number lower than 100 occurs within the larger number, e.g., *He lived to be one hundred twenty-one.*

- Don't use "and" when writing numbers, as in "The amount is one hundred *and* eighty". This is a common error in the US and Canada, where the "and" is usually omitted. Elsewhere in the English-speaking world, however, the "and" can be included.
- Here are two examples of hyphens being used in numbers below and above one hundred, respectively:

There are fifty-two playing cards in a deck.

The packaging advertised one thousand two hundred twenty-four firecrackers, but it only contained one thousand.

4. **Use a dash when making a brief interruption within a statement.** The dash ("—" or "—") is slightly longer than the hyphen and is used to convey a sudden change of thought, an additional comment, or a dramatic qualification within a sentence. It can also be used

to add a parenthetical statement, such as for further clarification, but this should still be relevant to the sentence. Otherwise, use parentheses. Keep in mind that the rest of the sentence should still flow naturally.

- To judge whether a dash is appropriate, try to remove the statement within the dash from the sentence. If the sentence appears disjointed or does not make sense, then you may need to revise, rather than using the dash.
- There should be spaces before and after the dash in British English.
- Here are two examples of proper dash usage:

An introductory clause is a brief phrase that comes — yes, you guessed it — at the beginning of a sentence.

This is the end of our sentence — or so we thought.

5. **Use a hyphen to split a word between two lines.** Though this use is not as common today, the hyphen ("-") was once a common punctuation mark on typewriters, used when a long word had to be split between two lines. This system is still seen in some books, though computer word processing programs have made this rarer.

- Here's an example of a hyphen being used to split a word that's cut into two pieces by a line break:

No matter what else he tried, he just couldn't get the novel's elect- -rifying surprise ending out of his head.

Using Apostrophes

1. **Use the apostrophe together with the letter s to indicate possession.** The apostrophe (" ' ") has a variety of uses for conveying the concept of possession. Be aware of the difference in using an apostrophe with singular or plural nouns. A singular noun will use the apostrophe before the "s" ('s), whereas the plural version of that singular

noun will use the apostrophe after the "s" (s'). This use comes with several stipulations - see below.

- Be mindful of nouns that are always considered to be plural, such as *children* and *people* — here, you should use 's even though the nouns are plural.
- Also be aware of pronouns that are already possessive and do not require apostrophes, such as *hers* and *its* (*it's* is used only for the contractions of *it is* and *it has*). *Their* is possessive without apostrophe or s, except as a predicate adjective, where it becomes *theirs*.
- Here is an example of an apostrophe used for showing possession with a singular noun:

The hamster's water tube needs to be refilled.

- Here is an example of an apostrophe used for showing possession with a plural noun:

In the pet store, the hamsters' bedding needed to be changed.

- Here is an example of an apostrophe used for showing possession with a plural noun that doesn't end with "s":

These children's test scores are the highest in the nation.

2. **Use the apostrophe to combine two words to make a contraction.** Contractions are shortened combinations of two words. For example, *cannot* becomes *can't*, "it is" becomes "it's", *you are* becomes *you're*, and *they have* becomes *they've*. In every contraction, the apostrophe replaces the letters that are omitted from one or both words.

- Be sure to use the possessive pronoun *your* and the contraction *you're* for their distinct, separate uses — it is one of the **most common grammar mistakes** to confuse them!

- Here is an example of apostrophes used for a contraction of *it is* and a singular noun with possession, while correctly being omitted for possessive pronouns (*hers, theirs, its*):

*Friends of hers explained that **it's** her idea, not theirs, to refill the hamster's water tube and change its bedding.*

3. **Use the single quotation mark within a regular quotation to indicate a quotation within a quotation.** Single quotation marks, which look almost identical to apostrophes, are used to separate quotations from other quotations which surround them. Use these carefully - always make sure every quotation mark you use to start a quote in your sentence is paired with a corresponding one at the end of the quote.

- Here is an example of a quote-within-a-quote:

Ali said, "Anna told me, 'I wasn't sure if you wanted to come!'"

4. **Don't use apostrophes with s to make a plural noun from a singular.** This is a very common mistake and should be avoided. Remember that apostrophes are used to show possession - not that there are more than one of something.

- Here are examples of correct and incorrect apostrophe usage:

CORRECT - apple → apples

INCORRECT - apple → apple's

Using Slashes

1. **Use the slash to separate *and* and *or*, when appropriate.** Slashes (" / ") in phrases like *and/or* suggests the options described are not mutually exclusive.

- Here is an example of good and/or usage:

To register, you will need your driver's license and/or your birth certificate.

2. **Use the slash when quoting lyrics and poetry to denote a line break.** Slashes are especially useful when it is impractical to recreate the original formatting of a poem or song. When using slashes in this way, be sure to add spaces between your slashes.

- Here is an example of slashes used to mark line breaks in a song:

*Row, row, row your boat / Gently down the stream. / Merrily, merrily,
merrily, merrily, / Life is but a dream.*

3. **Also use the slash to replace the word *and* to join two nouns.** By replacing *and* with a slash, you suggest that there is equal importance to both options listed. Use these replacements in moderation to place greater emphasis where *and* may not do so, as well as to avoid confusing the reader. You can also do the same for *or*, as in *his/her*. However, you should **not** use the slash to separate independent clauses.

- Here are examples of how to use and how not to use a slash in this way:

CORRECT

"The student and part-time employee has very little free time." →

"The student/part-time employee has very little free time."

INCORRECT

*"Do you want to go to the grocery store, or would you prefer to go to the
mall?" →*

*"Do you want to go to the grocery store / would you prefer to go to the
mall?"*

Using Miscellaneous Punctuation Marks

1. **Use the double quotation mark (") to enclose a direct quotation, whether spoke by a person or taken from a written source.** Generally speaking, quotation marks are used to denote that the information is a *quote*. In other words, whether you're recreating someone's verbal speech or simply re-writing something that they wrote elsewhere, you'll use quotation marks.

- Below are two examples of quotation mark usage:

"I can't wait to see him perform!" John exclaimed.

According to the article, the value of the dollar in developing nations is "strongly influenced by its aesthetic value, rather than its face value."

2. **Use parentheses to clarify.** Parentheses are often used to explain something that can't be deduced from the rest of the sentence. When using parentheses (" () "), be sure to include the sentence's period *after* the closing parenthesis, except in the case that an entire sentence is within parentheses. Note that sometimes parentheses and commas can be used interchangeably.

- Here is an example of parentheses used for clarification:

Steve Case (AOL's former CEO) resigned from the Time-Warner board of directors in 2005.

3. **Use parentheses to denote an afterthought.** Parentheses can also be used to contain information that is supplementary to the sentence they are part of. In this case, the line between when to use parentheses and when it is best to start a new sentence can be somewhat murky. A good general rule is to use parentheses for short additions and quips, not complex ideas.

- Here is an example of parentheses used for an afterthought. Note that the period (full stop) follows the last parentheses — *not before the first*. Also note that replacing the parentheses with a comma may not be entirely suitable here, while a period or a semicolon may work:

You will need a flashlight for the camping trip (don't forget the batteries!).

4. **Use parentheses for personal comments.** One additional usage of parentheses is to contain the writer's direct comments to the reader. Usually, the comments contained in

parentheses refer to the preceding sentence. As above, the shorter and simpler the better. If you have to expound at great length or reference several disparate pieces of your writing, it's usually best to start a new sentence.

- Here is an example of parentheses used for a personal comment:

*Most grammarians believe that parentheses and commas are always interchangeable
(I disagree).*

5. **Use brackets to signify an editor's note in a regular piece of writing.** You can also use brackets (" [] ") to clarify or to revise a direct quote so that it appeals to your own writing. Brackets are often used to encompass the word "sic" (Latin for *thus*), suggesting that the previous word or phrase was written "as is", with the error intended to be displayed.

- Here is an example of brackets used for clarity in a direct quote. Note that, in this case, *"It was absolutely devastating!"*, for instance, might be the actual quote:

"[The blast] was absolutely devastating," said Susan Smith, a local bystander at the scene of the incident.

6. **Use braces to denote a numeric set in mathematics.** Though generally uncommon, braces (" { } ") can also be used in regular writing to indicate a set of equal, independent choices.

- Here are two examples of brace usage - note that the second is exceedingly rare:

The set of numbers in this problem are: { 1, 2, 5, 10, 20 }

Choose your favorite utensil { fork, knife, spoon } and bring it to me.

Sajian Contoh

Soal Latihan

Punctuation marks exercise.

Punctuation: Exercise

Put appropriate punctuation marks in the following sentences.

1. A grandparents job is easier than a parents
2. It looks as if the sun goes around the earth but of course the earth really goes round the sun
3. He neither smiled spoke nor looked at me
4. Long ago in a distant country there lived a beautiful princess
5. It was my aunt who took Peter to London yesterday not my father.
6. Ruth was invited to the party but she was ill so Jane went instead of her
7. Sorry to disturb you could I speak to you for a moment
8. Is it any use expecting them to be on time
9. Johns going to sleep during the wedding was rather embarrassing
10. Having lost all my money I went home

Answers

1. A grandparent's job is easier than a parent's.

2. It looks as if the sun goes around the earth, but of course the earth really goes round the sun.
3. He neither smiled, spoke, nor looked at me.
4. Long ago, in a distant country, there lived a beautiful princess.
5. It was my aunt who took Peter to London yesterday, not my father.
6. Ruth was invited to the party, but she was ill, so Jane went instead of her.
7. Sorry to disturb you – could I speak to you for a moment?
8. Is it any use expecting them to be on time?
9. John's going to sleep during the wedding was rather embarrassing.
10. Having lost all my money, I went home.

BAB XXIV

Tujuan Umum Pembelajaran

Peserta Didik mampu:

1. Menjelaskan ungkapan-ungkapan yang berhubungan dengan hasrat yang belum terpenuhi.
2. Menggunakan bentuk keadaan yang tidak semestinya/kemustahilan.
3. Menggunakan ungkapan-ungkapan yang menyatakan keinginan atau situasi yang tidak nyata baik masa depan, masa kini, atau masa lampau.
4. Menulis outline laporan dengan menggunakan kalimat yang singkat, padat, dan jelas.

Uraian Isi

1. Making arrangements (The conclusion based on the following announcement)
2. Presentation skills
3. Expressing Unfulfilled Desires :
 - If only I knew my teacher's address.
 - My house is very small. I wish I had a bigger one.
4. Expressing Unlikely and Impossible Conditions (Conditional Type 2 and 3)
 - If I grew wings, I would fly. (In fact, of course people don't grow wings)
 - If I had known that news, I would have told you.
5. Using AS IF/AS THOUGH to introduce a clause of manner.
 - He talks as if he knew all about it.
 - He looks as though he had seen a ghost.

Penjelasan Teori

Recommended offer

By

General sales and leasing, inc.

For

Xenetic biosciences plc

to be effected by means of a Scheme of Arrangement

under Part 26 of the Companies Act 2006

This summary should be read in conjunction with the full text of this Announcement and the Appendices. The Acquisition is subject to the Conditions and certain further terms set out in Appendix 1 to this Announcement and to the full terms and conditions to be set out in the Scheme Document, the Equivalent Document and the Forms of Proxy. The bases of calculations and sources of certain financial information contained in this Announcement, and certain additional financial and operational information, are set out in Appendix 2 to this Announcement. Details of the irrevocable undertakings received in relation to the Acquisition are set out in Appendix 3 to this Announcement. Certain definitions and terms used in this Announcement are set out in Appendix 4 to this Announcement.

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Further information

There has been limited trading in GSL Shares and no prior trading in GSL Consideration Shares; therefore neither is considered to have a public valuation. Accordingly an estimate of the value of a GSL Consideration Share pursuant to Rule 24.10 of the City Code prepared by London Bridge Capital will be contained in the Scheme Document. This estimate values a GSL Consideration Share at 18.59 pence.

This announcement is for information only and is not intended to and does not constitute, or form part of, any offer to sell or invitation to purchase or subscribe for any securities, or any solicitation of any vote or approval in any jurisdiction pursuant to the Offer or otherwise. The Acquisition will be effected solely through the Scheme Document, the Equivalent Document and the Forms of Proxy, which together will contain the full details and terms and conditions of the Scheme, including the details of how to approve the

Scheme. The Equivalent Document in relation to the GSL Consideration Shares, for which GSL is responsible, will be published by GSL on or about the date on which the Scheme Document is posted and will contain information about GSL and the GSL Consideration Shares. The text of the Equivalent Document will, for convenience only, be replicated in the Scheme Document.

AUDIENCE

Anyone who must present in a business setting, using Microsoft PowerPoint™ or other presentation software.

OVERVIEW

Executive Presentation Skills® helps individuals develop, refine, and deliver powerful presentations to groups of any size.

New for 2014:

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A pre-program assignment prepares individuals for rigorous and repeated skills practice, guided by an expert, with individual video analysis and coaching. All presentations focus on the individual's own topics and goals. The overnight assignment and additional practice build confidence as individuals gain priceless experience in capturing audience interest and

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BUSINESS OUTCOMES

- Focused, engaging presentations that promote business results.
- A surge of confidence as associates apply their organizational and presenting skills – and the wider business impact of that confidence.
- A consistent presentation approach that clarifies messages inside the organization and for customers.
- Increased individual impact that brings strategic and practical benefits for the business.
- Improved morale and reduced turnover as associates apply new skills and achieve new standing in the organization.

DELIVERY

This program may be delivered at your site by our instructor, at your site by your certified instructor, and in public seminars around the country.

REINFORCEMENT

This program incorporates proven ways to transfer knowledge and skills to the workplace. Enhanced reinforcement tools and processes are also available.

Soal latihan

Making and confirming arrangements

The domain name is the part of the email address which comes after the ‘at’ sign (@).

Find the part of the domain for someone who ...

Now match the country codes to the countries.

1. works for a company which is probably in the US.

- | | |
|--|-----------|
| 2. works for a German division of a | a. ac.uk |
| 3. computer hardware company. | b. at |
| 4. is writing from Australia. | c. au |
| 5. is writing from Austria. | d. ca |
| 6. works for a non-profit organization. | e. ch |
| 7. works for a British university. | f. co.uk |
| 8. works for an Internet service provider. | g. com |
| 9. lives in Switzerland. | h. net |
| 10. is writing from Canada. | i. es |
| 11. works for the US government. | j. gov |
| 12. is writing from Spain. | k. ibm.de |
| 13. works for a company in England. | l. .org |

Unfulfilled Desire

Most people have a desire that seems destined to never to be completely fulfilled.

Some feel the desire as an intermittent urge. Others feel it as an imperative quest.

The desire is sometimes referred to as the soul's urge or the inner urge.

Why is it that you always strive for something, then reach it, or think you do, but somehow it's not quite what you were looking for, and you continue striving?

Some may say it's the human condition. That may be true. But it can be looked at another way.

The desire is represented by a number in your numerology chart.

Determine your desire number by getting a [free numerology reading](#). Find the "Your Inner or Soul's Urge" number and make a note of it.

That's your desire number.

If your desire number is 1 — You have a need to lead and direct, especially to direct your own life. Yet, no matter how independent and self-sufficient you become, it rarely seems to be quite enough, and then only for short periods.

If your desire number is 2 — Your desire is for love, devoted companionship, and a peaceful home. Still, no matter how much of those are obtained, there always is a desire for a little bit more.

If your desire number is 3 — You want joy and happiness for yourself and those around you, and you wish to express yourself artistically. No matter how much of it is acquired, there seems to always be room for a little bit more.

If your desire number is 4 — You desire respectability, solidity, family pride, and traditions. Also a firm foundation for a secure future. There is always something to improve, no matter how good it already is.

If your desire number is 5 — Expressing your sense of personal freedom is essential for happiness. You desire the excitement of change, new experiences, meeting new people, unusual adventures, the exotic, and travel. There is always something new to experience, some new aspect of personal freedom to express.

If your desire number is 6 — You need responsibility, steadfast love, a harmonious home, domesticity, and long-standing family traditions. Yet, no matter how close the ideal is attained, it's still not quite there.

If your desire number is 7 — You need perfection, the best life has to offer. You also have a desire to connect with inner ancient wisdom. Yet, no matter how perfect, satisfying perfection is never attained.

If your desire number is 8 — You want big business and social affairs and the power to handle them, with success in all material matters. There is always a desire for more and larger business and for more control.

If your desire number is 9 — You yearn to serve the world; to "broadcast" yourself, your talents, and your emotions; and to give the benefits of your knowledge and experience to all. Yet, it is never completely achieved, always more to strive for.

If your desire number is 11 — You desire wisdom and to be a peacemaker. There always seems to be more to do to bring that about.

If your desire number is 22 — You have a deep yearning to create something lasting with a positive effect on the world, something of major importance, something excellent and elegant. It may be achieved. But soon thereafter there is a yearning for more.

Most people have a feeling of having a purpose in life. Often, it is associated with the desire number.

The desire is a need to fully utilize or exploit one's abilities or character to accomplish certain things and bring them to completion.

unlikely - not likely to be true or to occur or to have occurred; "legislation on the question is highly unlikely"; "an improbable event"

improbable

unlikely - has little chance of being the case or coming about; "an unlikely story"; "an unlikely candidate for reelection"; "a butcher is unlikely to preach vegetarianism"

likely - has a good chance of being the case or of coming about; "these services are likely to be available to us all before long"; "she is likely to forget"; "a likely place for a restaurant"; "the broken limb is likely to fall"; "rain is likely"; "a likely topic for investigation"; "likely candidates for the job"

3.unlikely - having a probability too low to inspire belief

improbable, unbelievable, unconvincing

implausible - having a quality that provokes disbelief; "gave the teacher an implausible excuse"

unlikely [ʌn'laɪkli] *ADJ* (**unlikelier** (*compar*) (**unlikeliest** (*superl*)))

1. (= *improbable*) → poco probable, improbable

it is most unlikely → es muy poco probable

he is an unlikely candidate for promotion → no tiene muchas probabilidades de que lo asciendan

it is unlikely that he will come; he is unlikely to come → es poco probable que venga, no es probable que venga

he's unlikely to survive → tiene pocas posibilidades de sobrevivir, es poco probable que sobreviva

in the unlikely event that we win → en el caso improbable de que ganáramos, en el caso de que ganáramos, lo cual es poco probable

2. (= *implausible*) [*explanation, excuse*] → inverosímil, increíble

that sounds an unlikely story → me parece una historia inverosímil

unlikely (an'laikli) *adjective*

not likely or probable. an unlikely explanation for his absence; She's unlikely to arrive before 7.00 p.m.; It is unlikely that she will come. Improbable.

BAB XXV

CONDITIONAL SENTENCES

Conditional Sentence (=Kalimat pengandaian) adalah kalimat yang digunakan untuk menyatakan sesuatu yang mungkin terjadi atau mungkin tidak terjadi seperti yang diharapkan.

Conditional Sentence (Kalimat Pengandaian) dalam bahasa Inggris selalu berbentuk kalimat majemuk (compound sentence), yaitu kalimat yang terdiri atas Main Clause (Induk Kalimat) dan Subordinate Clause (Anak Kalimat). Pada bentuk conditional sentence ini antara induk kalimat dengan anak kalimat dihubungkan dengan “ if (jika) ”.

Main clause (induk kalimat) adalah bagian dari kalimat majemuk yang dapat berdiri sendiri serta memiliki arti yang lengkap jika berpisah dari bagian yang lain dalam kalimat majemuk.

Sedangkan Subordinate Clause (anak kalimat) adalah bagian dari kalimat majemuk yang tidak dapat berdiri sendiri seandainya berpisah dari bagian yang lain dalam kalimat majemuk.

Terdapat tiga tipe *conditional sentence*. Secara singkat ketiga tipe tersebut bisa dilihat di tabel berikut:

<u>Tipe</u>	<u>Bentuk verba pada if clause</u>	<u>Bentuk verba pada result clause</u>	<u>Contoh</u>
1. True in present/future	<i>Simple present</i>	<i>Simple present</i> <i>Simple future</i>	▪ <i>If I have enough time, I swim twice a week.</i> ▪ <i>If I have enough time tomorrow, I will swim.</i>
2. Untrue in present/future	<i>Simple past</i>	<i>Would+V₁</i>	▪ <i>If I had enough time now, I would swim. (Kenvataannya, waktu saya tidak cukup sehingga saya tidak berenang.)</i>
3. Untrue in past	<i>Past perfect</i>	<i>Would have+V₃</i>	▪ <i>If I had had enough time yesterday, I would have swum. (Kenvataannya, kemarin waktu saya tidak cukup sehingga saya tidak berenang.)</i>

Conditional Sentence Type I

Kalimat conditional disebut juga dengan kalimat pengandaian. Contoh di bawah ini:

If I have a lot of money, I will go to America.

I will sleep if I am sleepy.

If my father has much money, he will buy a new house.

Ketiga contoh di atas adalah contoh dari conditional sentence. Conditional sentence terdiri dari 2 bagian yaitu: *subordinate clause* dan *main clause*. *Subordinate clause* (if + clause) merupakan pernyataan syarat atau kondisi. Sedangkan *main clause* pada conditional sentence adalah pernyataan akibat terpenuhinya (+) atau tidak terpenuhinya (-) persyaratan yang ada pada subordinate clause atau kondisi yang ada pada subordinate clause.

Perhatikan kembali contoh di atas:

If I have a lot of money...(subordinate clause) kalimat ini merupakan syarat untuk terjadinya sesuatu yaitu : I will go to America. (main clause). Jadi saya akan pergi ke Amerika jika saya mempunyai banyak uang.

Conditional sentence type 1

Conditional sentence type 1 bermakna future karena akibat (*main clause*) berbentuk future dan *subordinate clause* berbentuk simple present tense. kejadian yang ada pada main clause yang berbentuk future tersebut akan terjadi bila persyaratan yang ada pada subordinate clause (if...) terpenuhi.

Rumus conditional sentence type 1

If + simple present tense, Simple future tense

Simple future tense + if + simple present tense

NOTE: jangan lupa memasukan , (comma) jika ingin meletakkan subordinate clause terlebih dahulu. Tidak perlu meletakkan koma jika main clause anda masukan terlebih dahulu.

If she has my address, she will send the invitation to me.

They will buy a car if they have money.

My mother will go to Bali if she has a lot of money.

You will be late if you sleep late.

He will not come if you are angry with him.

Conditional Sentence Type II

Conditional sentence type II Rumusnya sebagai berikut:

If + Simple past tense + , + Past future tense

Past future tense + if + simple past tense

Contoh:

If I found her address, I would send her an invitation.

I would send her an invitation if I found her address.

If I had a lot of money, I wouldn't stay here.

If I were you, I would not do this.

Conditional type II ini digunakan sebagai aplikasi kejadian masa sekarang atau present.

Kejadiannya akan terjadi jika kondisi yang ada pada subodinate clausenya berbeda.

Contoh :

Example: If I found her address, I would send her an invitation.

Pada contoh di atas, telah jelas bahwa saya ingin mengirimkan undangan kepada seorang teman. Saya sudah mencari alamatnya tetapi tidak ditemukan. Jadi tidak mungkin saya akan mengirimkan undangannya karena saya tidak mengetahui alamatnya. Jadi fakta dari kalimat conditionalnya pada contoh di atas adalah: tidak jadi mengirimkan undangan karena tidak mengetahui alamatnya.

Contoh lain:

If John had the money, he would buy a Ferrari.

Saya kenal John. Dia tidak punya banyak uang (ini fakta yang ada). Akan tetapi dia sangat suka dengan mobil Ferrari dan sangat ingin membelinya. Akan tetapi ini hanya mimpi John belaka karena tidak mungkin dia membeli Ferrari karena dia tidak punya uang.

Dari penjelasan ini sangat jelas perbedaan conditional sentence type I dan II. Pada type I... kondisinya pada subordinate clause berbentuk present dan ini kemungkinan besar terjadi.

Sedangkan pada type II, kondisi pada subordinate clause berbentuk simple past tense yang menyatakan masa lampau..yang jelas jika masa lampau adalah masa yang sudah lewat dan kita telah mengetahuinya. Jadi type dua adalah kalimat pengandaian yang tidak mungkin terjadi, sedangkan type I bisa saja terjadi.

Conditional Sentence type III

Pada conditional sentence type II merupakan aplikasi dari kondisi atau kejadian yang ada pada masa present/simple present tense, sedangkan type III ini merupakan aplikasi kejadian masa lampau atau simple past tense. Terkadang, di masa lampau kita mempunyai keinginan yang tidak dapat kita wujudkan. Lalu kita ingin bercerita kepada teman atau orang lain. Misalkan:

“ tahun lalu, saya ingin membeli rumah baru, akan tetapi saya tidak punya uang.”

Perhatikan contoh di atas yang sengaja saya buat dalam bahasa Indonesia! Bahwasanya tahun lalu (masa lampau) saya ingin membeli rumah baru dan saya tidak punya uang. Jadi conditional type I adalah pengandaian yang kemungkinan besar terjadi, type II aplikasi masa present yang merupakan pengandaian yang tidak mungkin terjadi dan type III adalah aplikasi kondisi masa lampau atau bentuk past tense yang memang sudah pasti tidak terjadi karena merupakan aplikasi masa lampau.

Rumus conditional type III

If + Past perfect + , + Past future perfect tense

Past future perfect tense + if + past perfect

Contoh:

If I had found her address, I would have sent her an invitation.

I would have sent her an invitation if I had found her address.

If I hadn't studied, I wouldn't have passed my exams.

If John had had the money, he would have bought a Ferrari.

Match the numbers with the letters to form conditional sentences:

	If I were a millionaire,	a. if I finish early.
2.	She wouldn't have had an accident	b. I would buy a beautiful car.
3.	I'll watch the film,	c. if she had driven carefully.

Decide which of the sentences below is conditional type 1, 2 & 3 :

ch, I would travel around the world.

n't have missed the train if she had woken up earlier.

if I come back early.

Put the verbs in brackets in the correct tense (conditional 1):

1. If I (finish) early, I will call you.

(catch) the 9:00 train if I hurry up .

he will know the answer, if she (try) to understand.

Put the verbs in brackets in the correct tense (conditional 2):

1. If I (be) a star, I would help the needy.

le (buy) a house if he had a job.

he (be) happy, if she married him .

Put the verbs in brackets in the correct tense (conditional 3):

1. If he (be) _____ careful, he would not have had that terrible accident.

_____ the exam if I had worked hard .

_____ her would not have died, if he (go) _____ to the doctor.

Choose the correct answer:

1. If I (wake up) _____ early, I'll go jogging.

_____ his uncle, if he finishes early.

_____ e of her son, he (not/become) _____ a
criminal.

_____ I (help) _____ the poor.

_____ been top of her class if she (work) _____ hard.

AS IF & AS THOUGH Presentation Transcript

- AS IF & AS THOUGH
- Sentence Patterns
 - A) As if + Verb (Indicative)
 - We use as if / as though to say how someone or something looks, sounds, feels etc. Examples
 - We can also say It looks, smells as if /as though ... Examples
 - We can also use as if /as though with other verbs to say how someone does something.
 - Exercises
 - B) As if + Verb (Unreal / Subjunctive)

- We use as if / as though and a Past Tense with present meaning to refer to things, events or situations that sound, look, behave etc in a certain way, but are not actually that way.
- Examples
- Exercises
- Examples-A1
 - The house looks as if / as though nobody was living in it
 - Ann sounds as if / as though she's got a cold
 - You look as if / as though you haven't slept well.
 - I feel a bit depressed. I don't feel as if / as though I've had a holiday
- Examples-A2
 - It smells as if / as though someone has been smoking in here.
 - Tom is very late. It looks as if / as though he is not coming.
 - We took an umbrella because it looked as if / as though it is going to rain.
- Exercises Join the sentences on the right and the sentences on the left to build complex sentences
 - as if I'm going to be sick
 - as he was running for his life
 - as if nothing had happened
 - as if they hadn't washed for ages
 - as if they are having an argument
 - as if nobody had lived there for ages
 - as if you are awfully tired
 - as if it is going to rain
 - What an awful smell ! They smell
 - They seem to be really angry. It sounds
 - That old house on the hill looked
 - Its getting darker. It looks
 - I have eaten too many chocolates. I feel
 - He ran extremely quickly. He ran
 - After the interruption he carried on speaking

- Haven't you slept well? You sound
- Examples B
 - He was crying as if / as though he were mad.
 - I cannot put up with your behaviour. You order about
 - as if /as though you were the boss, which you are not.
 - George speaks as if / as though he knew everything. He is nothing but an upstart.
- Exercises Join the sentences on the right and the sentences on the left to build complex sentences
 - as if he were my father.
 - as if she passed all her exams.
 - as if this process were easy to understand.
 - as if we all loved him.
 - as if she were the best cook in the world
 - as if she wanted to run away with him
 - She speaks to the other pupils
 - He is so proud of himself that he behaves
 - She usually looks at him
 - She sends everybody her recipes
 - My teacher explains nothing at all
 - He told me to look up to him

Sajian Contoh

Soal Latihan

Choose the correct word or phrase.

1. Jill's eyes are red. She ---- she has cried.

☐ looks as if
looks like

☐ en ---- very smart for his age. Actually he can be considered to be mature.

looks
looks as though

☐ ---- rain, so let's not go anywhere but stay indoors.

looks like
looks to

☐ he surface of the table ---- it has been hit with something hard.

feels as if
feels like

☐ ou ---- something is bothering you, my dear. Is there a problem?

look as if
look

- ☐ he soup ---- horrible, but Molly was too polite to refuse to eat it.

tasted

tasted as though

- ☐ he noise coming from outside ---- a UFO that we know from science fiction films.

sounded as though

sounded like

- ☐ ---- strange that there is no one to serve us in the shop.

seems

seems like

- ☐ his room ---- so hot. Don't you think we should open the windows?

feels

feels as if

BAB XXVI

Tujuan Umum Pembelajaran

Peserta Didik mampu:

1. Menyimak kalimat-kalimat yang berhubungan dengan petunjuk penggunaan peralatan.
2. Menjelaskan dan mempresentasikan petunjuk penggunaan peralatan.
3. Membaca dan menganalisa urutan petunjuk penggunaan peralatan.
4. Menuliskan kembali petunjuk penggunaan peralatan.

Uraian Isi

1. Manuals instrument (Telephone instalation)
2. Contents
 - Safety precautions
 - Overview of the phone
 - Getting started
 - General instructions
3. Text book (Steps of using/operating telephone)
4. Relevant vocabulary

Penjelasan Teori

Manuals instrument (Telephone instalation)

IP Phones Installation Guide

IP Phone Setup Guide

This IP Phone is supported by the Axon Vitual PBX System. The following installation guide is specifically for setting up your IP Phone to work with Axon.

These setup instructions are quite complex and we recommend that you print out this page before starting the configuration process. You will need an assigned network port to plug the phone into and Axon installed on the same network.

Setup

To set up your IP Phone for Axon Virtual PBX System, just follow the instructions below:

1. Plug the phone in and connect it to your network. Give it 30-40 seconds to boot up and detect the network.
2. Find the IP address of the phone through the phone menu system. Hit the 'i' button (bottom-right corner), then select menu item number 9, "Network". Your IP address will be listed under "Current IP".
3. Go to any computer on your network and open its web browser. Type that IP address into the web browser. After entering the address, you should now see the IP Telephone Configuration menu appear. Click on "Admin Login" (in the upper right area) to log in.
4. You can configure up to 2 extension numbers by default into the phone. For now configure the one extension. Click on "Ext 1" to go to Extension 1 configuration.
5. Go to the Axon web panel -> Extensions section. Nominate an extension to configure into the phone. Click on "Setup Instructions" for that extension. Take note of all the details presented.
6. Back in your IP Phone's Ext. 1 section, set the following details:

General:

Line Enable: yes

SIP Settings:

SIP Port: 5060

Proxy and Registration:

Proxy: [Axon SIP Server Name]

Register: yes

Register Expires: 600

Subscriber Information:

Display Name: [whatever you like]

User ID: [Axon SIP User ID for the extension]

Password: [Axon SIP Password for the extension]

Audio Configuration:

Preferred Codec: G711u

Use Pref Codec Only: no

Silence Supp Enable: no

DTMF Tx Method: Auto

Leave all other settings as they are. Click "Submit all changes".

7. That's it. The IP phone will now register with Axon and you will see a log message appearing in the Axon status window saying that the extension you have configured has been registered.

Safety Precautions

It has been said that **there are no nonhazardous chemicals, only nonhazardous ways of dealing with them**. Water, for example, is not generally considered to be a hazardous chemical but many people die each year from drowning. Lead is considered to be a hazardous chemical, but I'm sure that its ingestion as a poison contributes to far fewer deaths and injuries than its use in bullets. There are a variety of ways in which you can be harmed by chemicals, and there are also a variety of ways that you can use to help protect yourself from being harmed by chemicals.

■ First of all, **pay attention** to what you are doing and what you are working with.

■ You should always **wear safety glasses or goggles** when working with dangerous chemicals. Remember, your eyes are irreplaceable. Since you won't always know which chemicals are dangerous, the safest thing is to wear the glasses whenever you are working with chemicals. Also wear them when you're near someone working with chemicals. We have some variety of different styles so find a style that fits best and use them.

- You should **know where the laboratory safety equipment is located**. Take a moment when you are in the lab to have the instructor show you where the eyewashes are and how to use them. Also, find out about the other safety equipment in the lab like the emergency shower, the fire extinguisher, and the first aid kit. When working with chemicals, if you should get any in your eye, use the special eyewash.
- **Tell the instructor of any accidents** immediately.
- Keep **food and drinks out of the laboratory** work area. In our particular lab that corresponds to the tiled floor area.
- When dealing with chemicals, you should always **read labels carefully** to be absolutely certain you have the right chemical. Sometimes names are very similar. If you don't get the right chemical, it may ruin your experiment; and of course, you might get a dangerous reaction.
- Sometimes you will be told to use a certain concentration of a solution. In those cases, be sure you **check the label for concentration** as well as the name of the chemical. Sometimes the concentration will be indicated as "concentrated" or "diluted." Sometimes it will be given in terms of numbers--usually as a number followed by a capital *M* or *N*. For example you might be told to use "**2M** sodium chloride". Then you should check for the "**2M**" as well as the "sodium chloride" on the label. As far as what those numbers mean, don't worry about that right now; you'll deal with that next term. You should be aware though that the higher the number, the more concentrated the chemical is.
- Also, **never mix chemicals that you haven't been told to mix** without an OK from the instructor.
- **If you spill a chemical, wipe it up** immediately *and* **advise the instructor**.
- Acids, in general, are fairly hazardous chemicals so you should be sure to wear safety glasses while using them. If you should get any one of them (or any other chemical) on you, **rinse it off immediately** with lots of water *and* **let the instructor know** what you spilled--*on your way to rinsing it off*. That is another very important reason for reading

the labels. Know what chemicals you are dealing with because if there is an emergency, quite often what we need to do depends on what the chemical is. So keep in mind what chemicals you are working with. With spilled acids, sodium bicarbonate (any brand) is often a good neutralizing agent.

The safety precautions and lab techniques are also listed for you in Example 1 so that you will have those readily available for your reference.

Lightning Safety Precautions

When thunderstorms approach there are some steps you should take to lower your chance of becoming a lightning strike statistic. These safety procedures are suggested by the National Weather Service:

- When a thunderstorm threatens, get inside a home or large building, or inside an all-metal (not convertible) vehicle
- Inside a home, avoid using the telephone, except for emergencies
- If outside, with no time to reach a safe building or an automobile, follow these rules
- Do not stand underneath a natural lightning rod such as a tall, isolated tree
- Avoid projecting above the surrounding landscape as you would do if you were standing on a hilltop, in an open field, on the beach, or fishing from a small boat
- Get out of and away from open water
- Get away from tractors and other metal farm equipment
- Get off of and away from motorcycles, scooters, golf carts and bicycles. Put down golf clubs.
- Stay away from wire fences, clotheslines, metal pipes, rails and other metallic paths which could carry lightning to you from some distance away.
- Avoid standing in small isolated sheds or other small structures in open areas.

- In a forest, seek shelter in a low area under a thick growth of small trees. In open areas, go to a low place such as a ravine or a valley. Be alert for flash floods.
- If you're hopelessly isolated in a level field of prairie and you feel your hair stand on end - indicating that lightning is about to strike - drop to your knees and bend forward putting your hands on your knees. Do not lie flat on the ground.

Simple precautions

There are some simple precautions that can be taken that will significantly reduce the risk of electrical injury to you and others around you:

- Work near electricity
- Excavation and underground services
- Overhead power lines
- Work using electrically powered equipment
- Work on electrical equipment, machinery or installations
- Maintaining electrical equipment
- Electricity in potentially explosive atmospheres

The downloadable HSE leaflet Electrical safety and you: A brief guide provides details of how you can work safely near electricity. The Royal Society for the Prevention of Accidents (ROSPA) has produced a document that discusses domestic electrical safety .

Much of the information on these web pages has been summarised to make it suitable for a wide audience. You should always use the published guidance listed on the resources page when deciding how to work safely and meet the requirements of the law.

Additional information is available from HSE and there are useful links to other information sources.

Overview of the Cisco Unified Wireless IP Phone 7920

The Cisco Unified Wireless IP Phone 7920 provides the following features:

- Wireless access to your corporate phone extension and phone services
- Multiline appearances
- Up to eight speed dial hot keys
- Caller ID for incoming calls
- Call handling features such as forward, transfer, hold, call park, conference, call pickup, and group pickup
- Softkey access to menus and your personal phone book
- Choice of profiles for personal use

The Cisco Unified Wireless IP Phone 7920 is depicted in Figure 4 on page 16. The callout table

describes the functions of the keys.

Powering the Phone On and Off

To turn the phone on, press and hold the key until the phone powers on. The phone connects to

a wireless access point and begins authentication. In a Cisco Light Extensible Authentication Protocol

(LEAP) environment, you might have to set the LEAP password. See the “Setting Passwords” section

on page 20.

After completing authentication, the phone displays the main screen, as shown in Figure 5.

The phone

is in standby mode and is ready to place or receive calls. The signal icon in the upper right corner shows

the strength of the signal between the wireless access point and your phone. Your phone must have an

adequate signal before you can place or receive calls. The icon displays six vertical bars for a strong

signal. If the icon displays fewer than three bars, the signal is weak.

Tip When the phone receives a weak signal, the phone displays this warning message, “Weak signal detected” and sends a warning tone or vibration as specified in your active profile. See the Configuring User Profiles, page 37 for more information

Getting Started. Welcome to Processing!

This tutorial is for Processing 2+. If you see any errors or have comments, please let us know. This tutorial was adapted from the book, Getting Started with Processing, by Casey Reas and Ben Fry, O'Reilly / Make 2010.

Start by visiting <http://processing.org/download> and selecting the Mac, Windows, or Linux version, depending on what machine you have. Installation on each machine is straightforward:

- On Windows, you'll have a .zip file. Double-click it, and drag the folder inside to a location on your hard disk. It could be Program Files or simply the desktop, but the important thing is for the processing folder to be pulled out of that .zip file. Then double-click processing.exe to start.
- The Mac OS X version is also a .zip file. Double-click it and drag the Processing icon to the Applications folder. If you're using someone else's machine and can't modify the Applications folder, just drag the application to the desktop. Then double-click the Processing icon to start.
- The Linux version is a .tar.gz file, which should be familiar to most Linux users. Download the file to your home directory, then open a terminal window, and type:

```
tar xvfz processing-xxxx.tgz
```


(Replace xxxx with the rest of the file's name, which is the version number.)
This will create a folder named processing-2.0 or something similar. Then

change to that directory:

cd processing-xxxx

and run it:

./processing

With any luck, the main Processing window will now be visible. Everyone's setup is different, so if the program didn't start, or you're otherwise stuck, visit the [troubleshooting page](#) for possible solutions.

How to Use the Telephone

- 1. Mute or turn off the television before attempting to use the phone.**
- 2. Always say "Hello."** Do not say anything else, unless you already know who is calling. Jokes, personal greetings, or random words can be off-putting to unknown callers.
- 3. Use an approved company greeting when answering a business call.** Do not just say "Hi," as some callers will consider this unprofessional.
- 4. Allow the line to ring at least five times before hanging up.** This gives the other party enough time to finish (or interrupt) whatever they may be doing and come to the phone. If you called just to chat, hang up at five rings, otherwise it may get bothersome to the other party.
- 5. If possible, ask anyone you call if it is a good time to be calling.** Do not simply launch into a monologue without checking to see whether the other person is busy.
- 6. Be sure to state the purpose of the call early in the conversation, and thank the other person before you complete the call.**
- 7. Be patient and listen to the caller carefully.**
- 8. Finished.**

Sajian Contoh

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